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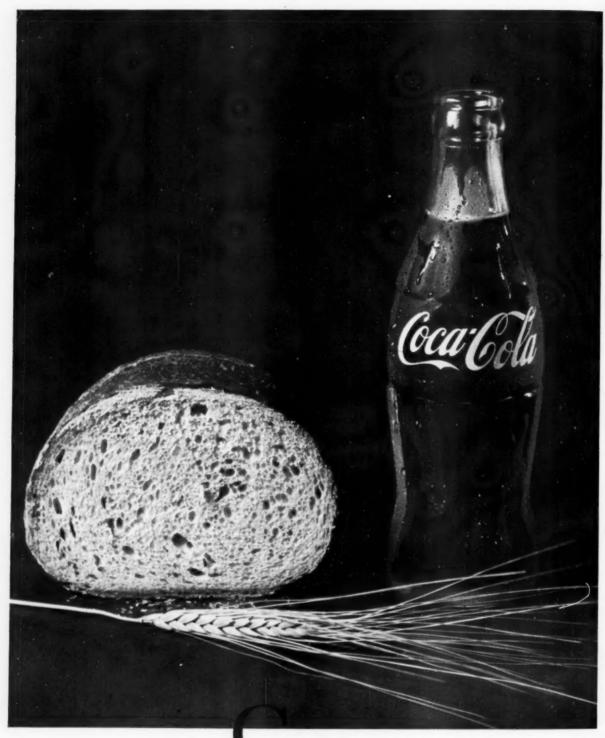
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THE COVER

"Old Glory" has been a symbol of freedom and an inspiration to Americans since the National Congress officially adopted the Stars and Stripes June 14, 1777. Patriots from Valley Forge to Korea have followed the red, white and blue flag which now proudly displays 50 stars for our 50 states. The flags on our cover are from the colorful poster, "The Panopticon of American History" prepared by the University of Michigan Press in Ann Arbor.

Send all Contributions to the Editor

General Otticers: Adah Peckenpaugh, President, Clinton; Ward Barnes, 1st V. Pres., Normandy; Myrtle Green, 2nd V. Pres., Kansas City; Marion S. Schott, 3rd V. Pres., Warrensburg; Everett Keith, Columbia, Secretary-Treasurer; Inks Franklin, Columbia, Assistant Executive Secretary, Editor, School and Community; Gorden Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

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"How to Work More Closely Together for Helping Youth in Trouble" will be the theme of a conference for educators, social agency staff members and law enforcement officers in St. Louis County March 28 at Washington University.

The conference, which will begin at 3 p. m., is being planned with the cooperation of the St. Louis Subburban Teachers Association and guidance and youth organizations.

TEACH ALL CHILDREN TO UNDERSTAND THE PLEDGE OF ALLEGIANCE

Early in September, after listening daily to fourth grade children recite, with little or no enthusiasm or understanding, the words of the Pledge of Allegiance, I asked the children to interpret the words they were re-peating. After receiving wild and varied answers, I was convinced time had to be taken to make these future citizens aware of the meanings of the most important and repeated words.

These are examples of the children's misconceptions:

"I pledge allegiance to the flag of the United States of America" means that "you honer your flag. And you promise something to your flag that you will always do."

"And to the Repolic for Richard Stands-one naten under God indevilse with libey and judise for all" means that "the naten cannot be devited and you will have libery and judes for your flag."

Immediately we set to work translating, phrase by phrase, the meanings of the words in the Pledge of Allegiance and in the National Anthem also. The children looked words up in the dictionary which were not clearly understood.

Soon after this the television program "Candid Camera" (Nov. 13) showed Garry Moore asking elementary school children for their interpretation of the Pledge of Allegiance. The misunderstood and ridiculous translations given by the children were comical and provided an excellent program for the network, but what did it do to our youngsters?

My class, because of our study of this material, clearly understood and appreciated the humor of the program. But how many other children still are "in the dark." How many of them accepted the TV program material as authentic and thus lost the humor of the program?

For this and many other reasons, I strongly advocate that every school, from kindergarten on, teach the meaning behind each word and phrase of the Pledge of Allegiance and the National Anthem so that they will not remain just memorized words devoid of meaning and appreciated understanding.

-by Annette P. Portnoy, Ladue

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India's history, culture, religions, society, politics, economics and social programs are explored in "Introduction to India" by Beatrice Pitney Lamb who first visited India in 1949 under a Carnegie Endowment for International Peace.

The 48-page book with annotated bibliography is available from the American Association of University Women, 2401 Virginia Avenue, N.W., Washington 7, D. C. Price, \$1.

HOME ECONOMICS STUDIES

The U. S. Department of Health, Education and Welfare used 79 studies of some phase of home economics in preparing "Studies of Home Economics in High School and in Adult Education Programs 1955-58."

The 185-page book considers background information, curriculum development and teaching methods as well as new products and their uses and the supervision of local programs.

Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 70 cents.

IMPROVE SCIENCE, MATH

A report on "Improving Science and Mathematics Programs in American Schools," issued by the Joint Commission on the Education of Teachers of Science and Mathematics, suggests ways scientists and professional educators can improve the teaching of science and math.

Copies are available without charge from either the American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington 6, D. C., or the American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington 5, D. C.

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A six-page pamphlet, "After Graduation—What About Your Music?", suggests many musical activities available in college, community, business and family life.

Music supervisors, choral leaders, band masters and orchestra directors will find this useful material for musically minded students. It stresses the benefits of music making and the importance of continuing participation in musical activities throughout life.

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FIRE AT GREENFIELD

The gymnasium-auditorium at the Greenfield high school was destroyed by a fire of undetermined origin Jan. 25.

Superintendent Lee DeWitt estimated the cost of replacing the building at \$250,000.

The school's athletic equipment and school and pupil-owned musical instruments were destroyed.

MEMORIAL FUND STARTED FOR HARRY WILLIAMS

Former students of the late Professor Harry W. Williams at Northeast Missouri State College are establishing a memorial fund in his honor.

Mr. Williams was professor of mathematics until his death last June at the age of 59.

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NODAWAY COUNTY WORKSHOP MARCH 3

Teachers in Nodaway County will have an all day workshop March 3 at Maryville, reports Leroy H. Elam, superintendent at Ravenwood. Committees from all teaching fields in the elementary and high schools are participating in the workshop program.

THE EXCELLENT TEACHER

Innumerable pages have been written, unknown hours of boring lectures have been delivered, uncountable "bull sessions" have been held and absurdly long lists of ambiguous adjectives have been compiled to describe the excellent teacher. Although goals for improvement are important, it seems that two obvious points have been over-looked by our self-appointed critics of teacher qualifications.

First and foremost, and almost too trite to mention, is the fact that teachers are human beings and, as such, are not perfect or even nearly so. Psychologists have worked for years on the principle that most people have an average amount of a given trait, while a few have less and a few have more.

Considering the number of traits the excellent teacher is supposed to possess in abundance and the large number of teachers employed in this nation, the task of expecting to fill each classroom with an "excellent teacher" becomes apparent.

Secondly, there is no such thing as an excellent teacher, per se. One soon realizes there are literally hundreds of different kinds of teaching positions, each requiring its own particular type of teacher. The expectation that any one teacher could fill each of these positions with equal effectiveness borders on fantasy.

Usually the final judge of a teacher's success, at least as far as the individual teacher is concerned, is the impression he makes on his immediate supervisor. Since some administrators are not without prejudices and pet peeves and at times may be trying to compromise them with community pressures, complications become even greater.

We might as well face the fact that no teacher can be everything to everyone. Qualities needed for successful teaching are not different from those qualities needed by successful persons in thousands of other occupations.

If we accept teachers, not as paragons of virtue and goodness but as mortals with failures and shortcomings, we are in a position to face educational problems more realistically. When unpleasant issues arise we can then, instead of looking for a scapegoat in the form of a teacher, realistically evaluate the problem and be in a better position to do something constructive.

-by Harold Moses, Hazlewood

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of MOCK ELECTIONS and MIS-TEACHING

by Evelyn M. Braden Teacher-program for Gifted St. Louis

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The 1960 presidential election is over. Yet the final tabulations showed the winner of the Electoral College voting won the popular election by only a slim margin. There is talk again of trying to legislate the end of the Electoral College.

This has been tried repeatedly during the last decade without success. Since it can be achieved only through individual state ratification of an amendment to our federal constitution, it is essential that public opinion inspire and force legislative action.

Probably because of public apathy and ignorance concerning the seriousness of a condition which possibly invalidates the wishes of the majority of our citizens, federal legislation has never progressed beyond committee. We have had two presidents who were chosen by the Electoral College, but who did not represent the choice of the people by popular vote. In 1876 Hayes, having received 250,000 votes less than Tilden, was given the presidency through political manipulation of the College. And in 1888 Benjamin Harrison received roughly 96,000 votes less than Cleveland, yet inequities in the Electoral System gave him the office.

The question now arises: What can affect this lack of reaction to so undemocratic a system? One method of exerting pressure is to see

that our young people are thoroughly cognizant of the machinery of election. This can carry a two-pronged line of attack: Pressure on the electorate now, and if the present situation is not remedied soon, perhaps action when these same young people join the electorate.

Our schools often are guilty of serious mis-teaching where they should be exerting the greatest influence. We are required in Missouri, as part of the social studies curriculum, to make our students as knowledgeable of federal government as is consistent with their ages and abilities. A great part of this must be abstract learning.

In November we teachers had the chance to bring home to our students the dangers of our electoral system. The newspapers carried stories of the results of various mock elections held in the schools throughout the state. On checking three high schools and one teacher-training institution in the St. Louis area, I found that each of these held mock elections using the direct ballot as the means of determining the school preference for president.

This can be construed only as evidence of gross neglect on the part of the social studies departments of these schools. No effort had been made to establish a mock electoral system.

The seventh and eighth grade

students at the Festus J. Wade school in St. Louis also organized a mock election working closely with their teachers. All students above the second grade, and all teachers, registered if they wished to exercise their "franchise." An "Electoral College" was established based on class enrollment with one elector for every five in a class plus one for the remainder of the class. This gave the "college" a membership of 63.

Then the ballots were cast by the individual students. The "electoral college" met and cast its ballots. The Democratic candidate won the popular vote, 138-133, but the Republican candidate carried the rooms with large enrollment and so won the election through the "college" 33-30.

This took more work and organization and time than the direct ballot method. But those students who explained the procedure to the younger children, and all who voted were able to satisfy their teachers that they knew and understood how we elect our president and vice president and what is wrong with the present system.

The only true evaluation of a classroom activity is the quality of learning which results from it. Misteaching is a serious offense to our young, and the resultant mis-learning is inexcusable.

PROFESSIONALISM IN TEACHING

The mature teacher is dignified, devoted, proud, responsible, competent, a real person

— a true member of the Profession of Teaching

by Vivian K. Downs, St. Charles

ONE of the outstanding characteristics in determining whether or not a teacher will be a success is professionalism.

If we in the teaching field are to be accorded the dignity and honor inherent in a profession, we must accept responsibilities and standards worthy of such a designation.

Although its status is better than it used to be, teaching still is considered a stepping-stone to other careers. This attitude probably originated in the days when young men taught a few years to get enough money to pursue some other profession, or women resorted to teaching as a stop-gap between school and marriage. Any work that is considered a through street to some other destination is not truly a profession. A real profession is an end in itself.

To bring our schools into step with other advancing developments in American life and lay the foundations for a genuine profession, teachers must be competent, devoted, proud and responsible.

By competent, we mean a teacher who is a cultivated human being with an accurate and penetrating knowledge of his subject and with teaching skills of a high order.

By a devoted teacher, we mean one who places the welfare of his students first.

By proud, we refer not to one who

is conceited but one whose calling is full of grandeur and opportunity.

By responsible, we mean one who knows his ethical duty to the public, the pupils and his colleagues.

For such a profession, the best human material is none too good. A program which attracts less than top-flight personnel into education will be self-defeating.

We in the teaching field have a responsibility to lift up our profession. One way to do this and encourage others to enter it with pride is to take stock of the rewards we have won already. It is only human to think first of remuneration. Teachers' salaries are beginning to reach the level of respectability in the nation and in Missouri. We have a retirement system as good as, or better than, the pension and retirement plans of industry.

Working with children or young people provides a challenge and a satisfaction that few professions can equal. There is a sense of achievement that is found in few other jobs. The satisfaction never ends as long as your students become worthwhile citizens.

To be professional means that we support our professional organizations; that we become active members, thinking in terms of "What can I do for my profession?" rather than "What does it do for me?" We must set and maintain high standards. We must know and live by a code of ethics.

An outsider cannot make teaching a full-fledged profession. Teachers who are active in teaching must make this possible through their attitudes and personal contacts with pupils, parents, fellow-workers and people of the community. By being professional, we give our best to our profession. It will grow in stature because we belong.

Maturity

Another factor in the success of a teacher is maturity. The mature person does not concentrate on his own feelings, but is more concerned with how others feel. Being concerned about others, he develops into a warm and friendly human being who is understanding and anxious to help those about him.

The mature teacher understands how difficult it is for some parents to accept disappointments about their children. He finds a way to convey the truth in a diplomatic, sincere and professional manner.

The mature teacher enjoys working with and sharing ideas with fellow teachers. He is a relaxed, competent person who enjoys living and working with people. He may not always wear a smile (few people do) but a pleasant expression is easily detected.

The mature teacher searches for

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improved methods of teaching. He realizes that research must be continuous and is always ready to make his contribution. He is anxious to work with the administration in improving his skills and working conditions. He appreciates guidance and supervision and does his share to help new teachers.

A mature teacher feels a responsibility toward the successful operation of the entire school, and he contributes in any way he can to help in its operation. He assumes assignments to extra duties and to committee work as an integral part of his job.

In working with children, the mature teacher has learned that patience is essential—in giving young children time to do things for themselves, in repetition for some children, in giving children many opportunities to succeed and in trying to minimize the times they have failures.

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A mature teacher is versatile. He adjusts readily to necessary changes. He is the teacher on whom the principal can rely to make changes in the schedule with a minimum of frustration. He transmits this assurance and security to his pupils. He can laugh with them when conditions warrant, or extend sympathy in times of sorrow.

A mature person is always wellgroomed, has a pleasant voice and has discarded unpleasant or unattractive mannerisms. The mature teacher is well-read and knows what is going on in the community. He brings to his classes many items of current interest and stimulates his pupils to do likewise.

Recipe for a Teacher

Someone has said: "The age matters not—the teacher may be young or old, man or woman. Add a zest for living, a dash of spirit that can transcend joys or sorrows. Mix in a desire to give more to life than to get from it, a deep reverence for God and nature and the mysteries of the universe. Pour in vision, kindness, imagination, determination and loyalty. Fold in gently a little weak-

ness, some hurts, a few failures and some tough breaks. Top it off with a healthy sense of humor and faith in humanity. Place the glorious result into a school for a long time, watch it rise and grow and be of service and value to all mankind."

Grow into this sort of person and your services will be sought and treasured.

The Importance of Health

Good physical health is another important factor in a teacher's success. In addition to the time spent in the classroom, a teacher has many demands made upon his time and energy. He has the same civic responsibilities as any other citizen in the community. He needs to be influential in the church and in community, state and national activities.

As a teacher's energy wanes and exhaustion appears, children become restless, behavior problems develop, interest lags and the social climate of the classroom is sadly depleted. Therefore, a teacher should guard his health in every instance.

He often must decide whether or not activities in which he finds himself participating make the desired contribution to the community and to the development of self. There must be a balance between participation in community activities and activities directly related to his job of teaching.

With increasing tensions and pressures in many homes today, children need the guidance of an emotionally stable teacher. The teacher needs a well-defined sense of values, for he will be called upon often to help children define and clarify their values.

There has been a breakdown of many of the old and accepted standards. Young parents are trying to make decisions of which they are uncertain. They, too, need guidance from some source.

The home and the school recognize that teachers and administrators are not psychiatrists or specialists in this field, but there are many things they can do to give the parent and the child security. There are social agencies, available to most schools, which offer a wealth of assistance in helping the school gain a better picture of the family's problem.

Today in Missouri, one of every 10 individuals will face mental health problems. A decade ago, it was one in 16. There is no doubt that problems of mental health are increasing. Many great thinkers today feel that tranquilizers and psychiatry can never replace love, morality and faith in God in helping individuals solve their daily problems of life.

Teachers have many excellent opportunities to teach moral and spiritual values by example in almost everything they do and say.

Guideposts for Teachers

The guideposts for a good teacher are professionalism, maturity, good physical health and mental health. The teacher's technical skills should not be overlooked. However, it is expected that through his college training a teacher will gain a thorough knowledge of the subject matter and the methods and techniques to present it properly. Every good teacher must possess these.

Significant teaching emanates from the teacher who is a real person, not merely a skilled performer. First, we become a person, then a teacher. The teacher's true social function lies in adequately fulfilling his task—in teaching well. He can do this only when he is engaged in developing his own capacities to the fullest extent.

It is assumed that the teacher will function as a mature, thoughtful person in interaction with members of the community, that he will have friends, will entertain, will travel occasionally and in many ways contribute to a richer kind of living for himself and his family.

As a teacher grows as a person, he also grows as a teacher. The need for teachers has never been so great. The rewards have never been so encouraging. by Dr. Ken Oliver, Jr. Research Assistant St. Louis Public Schools

TEACHER

WELFARE

EVERY school district makes some provisions for its teachers' welfare. The range of provisions is wide, ranging from simple contractual arrangements concerning salary, sick leave and inclement weather to detailed programs of fringe benefits.

Some welfare provisions are explicit in teachers' contracts, others appear in board of education rules and regulations and still others appear in the unofficial spirit of freedom which prevails in the best school districts.

As a new teacher looking for that "just right" first teaching position, or as a teacher transferring to a new district, you should be concerned with what some of the "better" school systems provide for their teachers' welfare.

In other words, before you promise to "love, honor and obey," you should be reasonably certain that the relationship between you and the chosen school district promises to be mutually beneficial and reasonably enduring. Look for some or all of the following provisions in the better school systems:

Salary Schedules Provide:

- (1) Equal payment for equal training and experience with no salary differential for sex or level taught. Differentials in pay would exist only where there is a verifiable difference in over-all responsibility.
- (2) Starting salaries for novice teachers placed sufficiently high to compete with those of other professions.
- (3) Maximum salaries for veteran teachers placed sufficiently high to stimulate improvement in the most experienced teachers.
- (4) Pay increases for bachelormaster-doctoral degree progression, as well as increases for intermediate super-maximums (i.e., B.S. plus and M.S. plus) if provided.
- (5) Substantial annual increments for all teachers based on consecutive years of experience, with further increases for superior teaching ability in some cases.

Sick Leave and Leaves of Absence:

 Sick leave with pay which covers necessary absence from duty for personal illness or injury, illness or death of a member of the immediate family and to attend funerals.

(2) Sabbatical leave with full or partial pay for rest, travel, study or further professionalization.

(3) Maternity leave of absence without pay, but with the assurance of return to duty with the same or higher pay status.

(4) Military leave without pay, but with the assurance of return to duty with the same or higher pay status; military leave with pay for annual reserve training.

(5) Time off with pay to vote in an election.

(6) Time off with pay for court attendance when subpoenaed as a witness or to appear as a juror.

(7) Time off with pay to attend organizational meetings, in-service education workshops, conventions and other necessary professional duties.

Retirement Provisions:

- Joint-contributory (board of education-teacher) state and/or local retirement system that provides for:
 - (a) Lump sum death benefits.
 - (b) Disability benefits.
 - (c) Widow's benefits.
 - (d) Survivor's benefits.
- (e) Limited employment of retired members.
- (f) Refund of employee's contributions with interest on termination of service prior to retirement.

Group Insurance Provisions:

- (1) Joint-contributory (board of education-teacher) group health and accident insurance that provides for:
 - (a) Loss of life.
- (b) Loss of income resulting from accident or illness.
 - (c) Loss of sight or limb.
- (d) Cost of hospital, surgical and/or medical care.

Extra pay for Extra Duties:

(1) A schedule of extra payment or reduced work loads provided for those teachers who are required to have extra duties beyond the normal "full" work load. (1) F
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(1) Full or partial pay for accumulated sick leave, accumulated vacation time (if applicable) or terminal "bonus" provided on termination of service by reason of retirement or death.

Paid Holidays:

(1) The nationally recognized holidays allowed as "days with pay" for teachers. Certain religious holidays may also be allowed.

This list is by no means exhaustive. It does include the most common benefits.

Just as *each* child in school should have the best type of education, we teachers would like provisions for our well-being similar to those found in the *best* school systems.

It is improbable that a school situation exists anywhere that would embrace all of the most desirable provisions for teachers' welfare. However, many districts have made rapid strides to improve teaching conditions and welfare provisions.

Those systems which attract the most teachers follow the philosophy that as many obstacles as possible should be removed from the teacher's path to better teaching. It seems that the improvements in "better" school systems, through the continuing liberalization and addition of benefits, have as their sole purpose the freeing of teachers to do the job they were hired to do—teach children.

Freedom from Financial Worry:

The way to release a teacher from worry and strain over unpaid bills is simply to pay the teachers, not an "adequate or livable" salary, but a truly professional salary.

The professional salary level implies among other things, that there should be no ceiling on maximum salaries for classroom teachers—just as there is no limit to a teacher's increasing competence, increasing experience and need for continuing study—the very factors we build into our salary schedules.

Our best school districts are beginning to schedule longevity or "anniversary" increases in pay for veteran teachers with outstanding years of service (in one district, as high as \$300 plus the normal increment starting in the 26th year), and they are increasingly aware that superior teaching should be identified and rewarded through incentive pay plans and through high level maximum salaries.

Another important matter is improved teacher retirement systems. Teachers must be financially secure not only during the years they teach, but they must know that when they retire, they and their families will be able to live comfortably. This may mean that the pension formula will be "100 per cent of average final salary" as is already provided in at least one district.

For example, Dade County, Florida bases its retirement allowance on 2 per cent of average final salary (annual average of the 10 years of highest pay selected from last 15 years of service) for each year of service credit. The maximum monthly allowance under this plan is 100 per cent of the average final salary.

Tenure status is important for all teachers. It has been slow in coming, especially in small districts characterized by the transitory nature of their teaching staffs. Tenure is, nonetheless, an extremely essential requirement for teacher security in every school district. Teachers must be protected against the whimsical and capricious act of dismissal which occasionally occurs. Last year six states worked specifically on state-wide tenure legislation.

Freedom to Teach:

There appears to be no way of relieving teachers of all non-teaching duties. Supervision of children at play, during lunch hours and in corridors may be justifiable on the vague theory that these functions may have learning possibilities. However, "better" systems are realizing that to overburden teachers with routine clerical chores and other activities not related to classroom

teaching is neither educationally sound nor financially intelligent. The use of "teaching aides," "graders," "housewives" and "apprentice teachers" for non-teaching chores is, perhaps, a mark of our acceptance of the need for efficiency in teaching.

Another important aspect of "freeing teachers to teach" involves building immunity from community pressures and demands on the teacher's time. Teachers are, or should be, an important part of the community in which they teach.

However, the teacher's time must be used reasonably. Even the most experienced teacher spends considerable time outside of class preparing lessons and working with clubs and other school-related activities. There should not be a great disparity between the amount of non-job-related time a teacher is required to give the community and the amount of time given by her friends and neighbors.

Freedom to Experiment:

Following the maxim that "whatever is instructionally desirable should be administratively possible," some of the best systems provide teachers with an environment that fosters creativity through flexible organization and planning. When teachers find that there is a way of improving their individual learning situations, they should be encouraged to proceed with the necessary reorganization and experimentation.

Moreover, they should be stimulated continually to question every facet of their teaching, with the goal of creating an ever better learning environment.

Our best school systems now give their teachers carte blanche in trying out new ideas.

These three aspects, (1) freedom from financial worry, (2) freedom to teach and (3) freedom to experiment are most important to teachers and, consequently, to the children they teach. Of what worth are they in dollars and cents? Ask the best teachers. They will say, "Plenty."

Tax Deductions for Educational Expenses

M ANY teachers continue to write to the Missouri State Teachers Association asking help in regard to the problem of tax deduction for educational expenses.

It is generally conceded that the cost of education including research activity is deductible as an ordinary and necessary business expense of an employee or a self-employed person where the education is undertaken primarily (1) to maintain or improve skills required in the taxpayer's employment, trade, business or profession, or (2) to meet the express requirements of his employer or the requirements of applicable law or regulations imposed as a condition to the taxpayer's retention of his status, salary or employment.

Educational expenses include tuition, fees, the cost of books and similar items, laboratory fees, and travel and transportation expenses. Costs of training to improve skill, endurance or facility can also be ordinary and necessary business ex-

An individual is allowed to deduct educational expenses only if he is employed or otherwise engaged in a trade, business or profession during the period of the education. An off-duty period, vacation period or temporary leave of absence is not considered to be a cessation of employment, provided there is a firm understanding or obligation that the individual will return to his employment at the end of such period or temporary leave.

The Key Questions

Ordinarily if one will answer the following questions in the order asked, it should help to determine

the deductibility of expenses incurred for education:

Has the taxpayer met the minimum requirements for qualification or establishment in his intended position?

If "no," no deductions are allowable.

If "ves." is education undertaken primarily to meet employer requirements to retain taxpayer's position?

If "yes," the taxpayer is entitled to deductions unless (1) the education leads to qualifying the taxpayer in his intended trade or business and taxpayer knew of this employer requirement before assuming his position with his employer, or (2) the employer's requirement is imposed primarily for the benefit of the taxpayer and not primarily for a bona fide business purpose.

If "no," is it customary for other established members of taxpayer's trade or business occupying positions similar to that of the taxpayer to undertake education of the type pursued by the

If "yes," the taxpayer is considered to have undertaken education for the purpose of maintaining or improving needed skills and is entitled to deductions.

If "no," the taxpayer must show by other means that his primary purpose was to maintain or improve needed skills. If the education undertaken meets express requirements for a new position or substantial advancement, the taxpayer must show that the education was not undertaken pri-

marily for the purpose of meeting those requirements.

Examples

Here are some examples that are contained in the Revenue Ruling which should demonstrate the anplication of the rules discussed:

(1) A fifth-grade teacher has had four years of college study which for many years has been the minimum state requirement for a continuing certificate for such teachers. The state changes its requirements for such certificate. New fifth-grade teachers are required to have five years of college study when hired and fifth-grade teachers already employed are given five years within which to acquire the fifth year of college study. Fifth-grade teachers already employed who had previously met the requirements for a continuing certificate are entitled to deductions for expenses incurred in meeting the increased requirements.

(2) Mr. B is a teacher in the seventh grade of a school system organized on the 8-4 plan (8 years elementary and 4 years high school). He has a continuing elementary certificate. The system is reorganized to the 6-3-3 plan (6 years elementary, 3 years junior high, and 3 years senior high school). Mr. B is to continue to teach seventh-grade pupils who will now be attending junior high school in the reorganized system, but he must obtain a secondary certificate. He must obtain additional courses to qualify for such certificate. Mr. B's expenses incurred in obtaining this additional education are deductible even though he obtains a different type of certificate, because he is merely meeting increased educational requirements imposed by his employer for the same position.

(3) Miss D, a first-grade teacher in School District X, wishes to become a sixth-grade teacher in the same school district. This school district requires all elementary school teachers to have a certain number of college credits and an elementary certificate. A sixth-grade teacher must have certain courses not required of a first-grade teacher. Miss D takes the three additional courses specifically required to qualify her as a sixth-grade teacher and is transferred. No new certificate is involved. Since Miss D has the same employer, her duties involve the same general type of work, and no new type of certificate is involved, she is entitled to deduct the cost of the additional courses.

(4) A taxpayer engaged in teaching second grade does not possess a degree but has a teacher's cernewable quisition academo toward type of c is a con cates for Ruling t the stat for quali further posed on to under renewal payer, p improvin study wl taxpayer cost of (which as that

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tificate which, under state law, is renewable indefinitely by periodic acquisition of a specified number of academic credits without progressing toward the attainment of another type of certificate. Such a certificate is a continuing certificate and indicates for purposes of this Revenue Ruling that the taxpayer has met the state's minimum requirements for qualification in his position. No further local requirements are imposed on the taxpayer. In addition to undertaking study required for renewal of his certificate, the taxpayer, primarily for maintaining or improving needed skills, pursues study which leads to a degree. The taxpayer is entitled to deduct the cost of the voluntary education (which leads to a degree) as well as that required to renew his cer-

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(5) A high school teacher of mathematics who has a continuing high school certificate is advised by his employer that he must transfer to fill a vacancy in the science department and that this transfer will necessitate his taking two specified courses in science. The teacher takes these two courses and receives another continuing high school certificate reflecting this fact (or his certificate is endorsed to show this fact). This case represents a change of duties in the same position and does not represent qualifying for a new position. Therefore, the expenses for the two courses are deductible. In the case of such a transfer at the request of the teacher, the expenses are, for the same reasons, also deductible.

(6) School District A in State Y requires that seventh-grade teachers have at least a bachelor's degree. Miss S, with a bachelor's degree, is employed by this School District. She accepts employment as a seventhgrade teacher in the same State but in School District C which requires its seventh-grade teachers to have at least a master's degree. Miss S is given two years within which to acquire a master's degree. In undertaking the required education. Miss S is meeting minimum requirements for qualification in a new position. The expenses of such education are, accordingly, not deductible.

(7) A fourth-grade teacher in School District W undertakes education which maintains and improves his skills as a fourth-grade teacher and also meets the express educational requirements to qualify him as a principal in that school district. The education is not required as a condition to the retention of his salary, status or employment and is not of a type customarily undertaken by other established fourth-grade teachers. Since the education

meets the express requirements for a new position, the taxpayer will be entitled to a deduction only if he can show that the education was undertaken primarily for the purpose of maintaining or improving skills required in his position and not primarily to secure the new position.

(8) A fifth-grade teacher holding a continuing certificate in State Y accepts employment as a fifth-grade teacher in State Z. State Z required fifth-grade teachers to have a fifth year of college study in order to be eligible for a continuing certificate whereas State Y required only four years of college study for such a certificate. Since the teacher has only four years of college study, she is given a certificate by State Z which is renewable annually for five years, at the end of which time she must be eligible for the continuing certificate. She undertakes a fifth year of college work. Expenses incurred in acquiring the education necessary for the continuing certificate in State Z are incurred in meeting the minimum requirements for qualification in a new position and are not deductible.

(9) Mr. G is employed as an instructor in a college where instructors and assistant professors are appointed annually or for a specified period not to exceed three years. A person is not permitted to be retained by the college at the rank of instructor for more than five years. An individual may continue as a faculty member without progressing beyond the rank of assistant professor. Mr. G undertakes education which will enable him to qualify as an assistant professor. The expenses of such education are incurred in meeting minimum requirements for establishment in his intended position and are, accordingly, not deductible.

(10) A trust officer in a bank undertakes to study law. The knowledge of law will be helpful in discharging his duties. His employer does not require him to engage in such studies. He registers for the entire regular curriculum leading to a bachelor of laws degree. Since the taxpayer is pursuing a complete course of education in law which will lead toward qualifying him in that field, in which he has not previously qualified, his expenses for such education are considered to have been incurred for the purpose of qualifying in that new field and are, therefore, not deductible. Also, if the bank imposes upon the taxpayer, as a condition to the continued retention of his position with it, the requirement that he pursue a complete law course, the cost of such education is not deductible because the requirement is considered to be imposed primarily for the employee's benefit and not

primarily for a bona fide business purpose of the employer.

(11) A teacher who lives in City R teaches school in City'T. During the summer he undertakes in City R education the expenses of which qualify for deduction. The teacher regularly spends his summers at his residence and would be there regardless of whether he attends school. His expenditures for meals or lodging are not deductible because they constitute personal living expenses. His expenses incurred for transportation between his residence and the school attended are in the nature of commuting expenses and also are not deductible. Expenditures for tuition, books, fees, etc., are deductible as education expenses to the extent provided in the regulations.

Report on Return

Expenses incurred by a self-employed taxpayer for education are deductible on page 1 of Form 1040, U. S. Individual Income Tax Return, in computing his adjusted gross income, if they meet the tests set forth above.

In the case of an employee, however, the nature of such expenses will determine whether they are deductible on page 1 or page 2 of Form 1040. An employee's traveling expenses (including the cost of meals and lodging) while away from home overnight, and transportation expenses (excluding the cost of meals and lodging) not involving overnight travel, incurred in pursuing educational activities, the expenses of which are deductible, may be claimed on page 1 of Form 1040 in computing adjusted gross income. An employee's expenses for tuition, books, laboratory fees and similar items incurred in pursuing similar education activities are likewise deductible in computing his adjusted gross income to the extent his emplover reimburses him for such expenses and provided he reflects the amount of such reimbursement in his gross income. His unreimbursed expenditures for such tuition, books, laboratory fees and similar items are deductible on page 2 of the return, provided, of course, the standard deduction is not claimed and the optional tax table is not used.

IF YOU AGREE with my superintendent friend who said, "I think the kids in the band are more important than the alumni at the ball games," here are some points for you to consider.

1. Is your man a good band director and a broadly educated person? Does he have a personality that will enable him to get along with parents and the community? Does he like young people and have the idealism that they instinctively admire?

2. Does your band director realize that he is first a teacher and that his first responsibility is to the students whom he teaches? That means that the band is primarily a medium for teaching and secondarily a performing group.

3. Does he use the band as a means of teaching music or a means of teaching only band music? Some band music is very good, but there are many kinds of good music, and the band member will probably have band as his only music class. The alert band director will find ways of building interest in other music, through stimulating concert attendance, music in the home and music listening inside and outside of the band room.

4. Does he realize that the principles of good teaching and the laws of learning apply just as surely to music teaching as to other teaching? Does he understand the difference between teaching adults and teaching children? Does he understand where and when drill material is very important and when it is useless and a waste of time? (Many fail to understand this). Is he able to "start where the students are" and go on from there? Is he a good musician and able to perform creditably on at least one instrument, with a working understanding of the other major instruments?

 Does he like good music, personally, and show that he likes it by devoting some of his leisure time to it—record collecting, concert going

How to Select Your Next

BAND DIRECTOR

Questions for the Superintendent

By Dr. Paul Mathews, University of Missouri

or music participation? This may be a difficult thing for you, as the superintendent of schools, to appraise, but surely there will be those among your friends who will know whether the band director is known as one who is genuinely interested in fine music.

6. Does he have a comprehensive acquaintance with the literature available for band, and does he select good music for his band to play? Ask to see some sample copies of programs his previous band has played. Your state supervisor of music will gladly help you look over these programs, or you can find otheradvisors who are competent to do so. These programs should be creditable musically, yet the standards for judging them are not necessarily the same that a pianist or a singer would have in mind. The composers' names will not be the same as the composers of piano music.

7. Is he a good showman? Showmanship is a legitimate part of band programming, whether on the football field or in the concert hall. It takes a good sense of discretion to use enough of it and still emphasize the aspect of good music in

the classroom and in concerts. He should be willing for his band to take part in various activities, yet unwilling and unyielding when it comes to resisting public demands involving exploitation. This is comparable to the problems of a coach who should resist post-season games and independent basketball tournaments.

8. Is he a good team-worker with his fellow faculty members, or does he prefer to go it alone, asking for lots of favors but seldom giving any?

9. Is he professionally minded? Of course he must be a member of the band directors' groups; but does he also take part in music educators associations, the Missouri State Teachers Association and the NEA? (Does he realize that he is first of all, a teacher?)

10. Does he keep up to date through further study—in summer sessions and attendance at conferences (not just clinics)? Does he read in his field and in other fields of education?

If you can find a man who measures up to these qualifications, you will have to pay him well. If you do not, others will.

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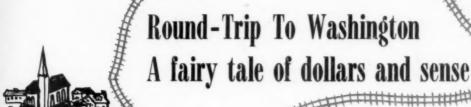
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By the Legislative Commission, National Education Association

NCE upon a time there was a Congressman who did not like federal aid for education. He pulled some figures out of a hat and said that it was a waste of money, because for every dollar sent to Washington, the people in his district would be lucky to get back 40 cents.

(Other speakers, at other times, have claimed other figures, including 50 cents, 60 cents and 75 cents.)
All of them are wrong, but that is getting ahead of our story.

About the same time, a speaker at a PTA meeting claimed he could see another evil of federal aid to education. The bureaucrats in Washington, he said, shuffle a lot of papers and waste a lot of money. What is more, they cannot do any better than the states or the local tax collector. It is the people's money and there is no need for having our dollars make a round trip to Washington.

A dollar is a dollar, the man said, and the only time it gets smaller is when it gets clipped going and then it gets clipped again when it is coming. So, he said, the moral of his story is that federal aid is

bad because it is inefficient.

So much for that part of the story. It is long on emotion, short on facts. And it is the facts that count.

Going to Washington

Obviously, it is true that our federal taxes buy air bases in Okinawa and radar stations facing the North Pole. These dollars are spent as part of our national defense effort and they do not come back to the states. They do not shrink during the round trip because they do not come back at all; there is no round trip for expenditures of this type.

Unfortunately, however, our story-telling Congressman (and others) implied that he was talking about waste. He was not telling his audience that 60 or 70 cents of every federal dollar goes for national defense; he was telling them that our national government is extravagant and should not be trusted.

Let us take a look at this part of the argument. A dollar is a dollar, but it is subject to collection charges. In other words, it costs money to collect it, to administer it, to make it available to government for distribution. That is true for local government, school districts, states or Uncle Sam and the federal treasury.

The most efficient dollar, obviously, is the one collected at least expense and in the fairest possible manner. That dollar, when you think about it, is the federal dollar, for the federal government is by far the most efficient collector of our taxes.

Here are the facts, as determined by an impartial source:

Federal taxes are collected at an average cost of 44 cents per \$100 collected. (Note: this is 99 2/3 per cent of efficiency, not 66% as you might think if you read a bit too fast). Our source is the Internal Revenue Service.

State taxes are more than twice as expensive to collect; average cost usually is estimated at more than \$1.

Delaware reported 95 cents per \$100. Colorado reported \$2.34 per \$100. A study of 12 states found an average of \$1.66 per \$100.

Local taxes cost from \$5 to \$10 per \$100 collected. This estimate includes cost of assessments through

(See Round-Trip, page 44)

Tax Collection Costs:



FEDERAL
This slice is so small,
it is hard to show in print



STATE Collection cost is about 1½ cents



LOCAL More than a nickel, less than a dime



Hearings have been held on the school appropriation bill and the attitude was encouraging.

General agreement prevails that the financing of the foundation program is by far the most important objective for the improvement of our public schools at this session of the General Assembly. If House Bill No. 113 transfers sufficient funds, \$207,119,798, from the general revenue fund to the state school fund, this will be done. If it does not, regardless of what may happen in the way of tax measures, it will not be done. House Bill No. 113 as it now stands contains sufficient funds and follows Executive Budget recommendations. Be sure that your Senator and Representative understand the significance of this transfer.

In considering the urgency of financing in full the school foundation program for the 1961-63 biennium, it should be kept in mind that this program was developed by a special committee of the General Assembly. While the program was designed to bring Missouri to the national average in state funds per pupil based on 1957-58 data, financing the program now will fall short of this objective of average state support per pupil since improvements in other states have advanced the national average to \$160 per pupil compared to \$102 in Missouri. Financing the program would add \$33 per pupil, on the average, leaving Missouri \$25 below the average while other states move on.

Governor's Budget and Tax Program

The financing of the state budget for the 1961-63 biennium depends upon the passage of tax measures by the General Assembly. The Executive Budget recommends increased expenditures of \$68,000,000 for the full financing of the school foundation program and an increase of about \$24,000,000 for higher education including capital improvement expenditures. Other major increases are recommended for the state's mental health program and for welfare. If these increased expenditures are to be made, additional revenue must be provided for the general revenue fund.

House Committee Substitute for House Bill No. 30, providing a with-holding system of collecting the state income tax, is a key revenue measure in the Governor's program. The bill now is in the Senate. Of the 33 states having state individual income taxes January 1, 1960, 21 states have withholding.

House Bill No. 95, providing for the collection of the state sales tax on non-highway fuel, is on the House calendar for perfection.

House Bill No. 96, providing for a 50 per cent increase in the tax on beer, liquor and wine, has been heard with additional hearings scheduled.

These taxes in Missouri have been near the lowest in the nation. With these proposed increases, the levies would be most reasonable compared with other states.

House Bill No. 97, increasing the

state cigarette tax two cents per pack, is on the House calendar for final passage.

If Missouri's cigarette tax were advanced to 4 cents, the rate still would not exceed that of thirty-six of the forty-seven states having a state cigarette tax.

It is the established policy of the Association to support revenue measures being given serious consideration by the General Assembly.

House Bill No. 2, introduced by Representatives Baltz and Henry, amending the continuing contract law as recommended by the Assembly of Delegates, is on the House calendar for final passage.

House Bill No. 3, exempting the benefits provided in the three teacher retirement systems in the state from taxation by the state or any of its political subdivisions, was reported unfavorably by the House Ways and Means Committee.

House Bill No. 4, authorizing boards of education to operate summer schools, is on the Senate calendar for final passage.

House Bill No. 19, improving retirement provisions for the State and Teachers Colleges, was heard in the House Education Committee. A subcommittee has been appointed to study the proposal further and make recommendations.

House Bill No. 39, pertaining to the ballot form for voting school levies, is on the House calendar for final passage. It would require that a total levy for all purposes be voted on as a unit. Either all would prevail or a permit v rent bui ers' levie

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vail or all be defeated. It would not permit voting separately on the current building, incidental and teachers' levies.

House Bill No. 56, providing that no proposition submitted to any group of electors at any election shall be resubmitted within the next year, is on the House calendar for perfection. A committee amendment would exempt school levy elections. The limitation would still apply to school bond elections.

House Bill No. 109, containing deficiency appropriations for the present biennium including \$1,680,714 building aid for reorganized school districts, has passed both Houses.

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House Concurrent Resolution No. 2, providing for a study of the office of county superintendent of schools, is in the Senate Committee on Salaries, Resolutions and Miscellaneous Bills.

House Bill No. 66, introduced by Representative King and others, establishing a commission on higher education, is in the House Education Committee.

House Bill No. 114, appropriating \$450,000 for the operation of a branch of the University of Missouri in the St. Louis metropolitan area and \$1,500,000 for buildings, is in the House University, School of Mines and State Colleges Committee.

House Bill No. 214, introduced by Representatives Baltz and Henry, relates to the investment of funds in the Public School Retirement System. This replaces House Bill No. 5.

House Bill No. 218, introduced by Representative Bollinger of Carter and others, provides that the county superintendent of schools shall offer instruction to high school and adult classes on the danger of radio-active fallout.

House Bill No. 221, introduced by Representatives King, Landis and others, provides for the creation of a State Junior College Commission and for the formation of junior college districts.

Senate Bill No. 96, improving the St. Louis public school retirement

system is on the Senate calendar for perfection.

House Bill No. 244, introduced by Representative Ewing, authorizing a "public employer" including a school district to pay all or a part of the cost of insurance covering its employees and to make deductions from employees' salaries when authorized by the employees to pay part of insurance costs, is in the House Insurance Committee.

House Bill No. 280, introduced by Representative Owen and others, would authorize boards of education to prohibit membership of pupils in school fraternities and sororities when such membership is deemed detrimental to conduct and discipline within the school.

House Bill No. 302, introduced by Representative Young and others, would permit boards of education to send pupils in grades seven and eight to schools in another district, with the sending district paying tuition and the state providing state aid as for pupils in grades nine through twelve.

House Bill No. 305, introduced by Representative Stutler and others, would provide that the office of county superintendent of schools might be abolished by a vote within the county in counties where 90 per cent or more of the pupils attended classes in reorganized districts.

House Bill No. 257, introduced by Representative Southern, rewriting the sales and use tax laws and repealing the trailer camp tax, is in the House Ways and Means Committee. Approximately \$12,000 is collected per year by the trailer camp tax and distributed to counties for schools.

House Bill No. 334, introduced by Representatives Trimble and Geary, requires immunization for polio, smallpox and diphtheria for all children before entering schools, with an exception for religious objection.

Senate Bill No. 141, introduced by Senator Blackwell, establishes a state junior college commission and allows voters to establish junior college districts. Senate Bill No. 153, introduced by Senators Jones and Waters, tightens the inheritance tax laws. It is expected to produce an additional three to five million dollars revenue per year.

Federal

President Kennedy has recommended to Congress a three-year program of federal support for public schools that would provide the following amounts for Missouri each year: \$12,246,808, \$14,064,931 and \$15,795,929.

Funds may be used for teachers' salaries, school construction or both. Ten per cent of the funds would be available for hardship problem areas.

Federal control is prohibited. Present rate of maintenance of effort to support schools must be maintained by the states.

Funds allotted to Missouri on a basis of student average daily attendance would provide \$17.03 the first year and \$19.40 and \$21.64 the second and third years, respectively.

Total funds for the next three years for the U. S. would amount to \$666,000,000, \$766,000,000 a n d \$866,000,000, respectively. No state would get less than \$15 per pupil in A.D.A.

Parents, teachers and citizens should write their Congressman and Senators interpreting the educational needs of their district and urging speedy action on federal support.

Bills to implement the program are to be introduced in both houses. Secure bill numbers from your CTA officers or Superintendent of Schools.

Separate bills cover funds for higher education. Included is a five-year loan program of \$250,000,000 per year for student and faculty housing and \$300,000,000 per year for academic facilities loans.

College student scholarships of up to \$1,000 per year for cost of living would be available. Institutions would receive \$350 per year to pay instructional costs of these students. Scholarships would be made available for each of the next five years at the following rate: 25,000, 37,500, 50,000, 50,000 and 50,000.

The Elementary Counselor

by L. H. Moore Supervisor, Guidance Services Missouri State Department of Education

THE elementary school counselor is an essential part of the modern school staff. Although his work is less well known than that of the secondary counselor, his interests and concerns are quite similar. The main difference in the two levels of counseling is in approach.

These are some of the contributions an elementary counselor can make to the school:

He directs the teaching staff in administering and interpreting standardized group measurement. By merit of his training, he is a logical assistant in evaluating learning and planning for improvements. He must remember that this evaluation is for the benefit of teacher and student and that it represents only a small part of the teacher's continuous evaluation of student growth.

For example, in the fall the counselor would provide testing materials for measuring achievement in desired skills. In staff meetings he would discuss how to give, score, record and use the test results. He may assist teachers individually in methods of interpreting test results to parents and students.

He will need to be adept in giving individual intelligence tests, diagnostic achievement tests in reading, arithmetic and other basic skills to assist in proper diagnosis of student difficulties. He may find it useful to know personality scales or simple projective type devices. He must be able to comprehend reports of referral sources from the medical doctor, psychologist, psychiatrist and neurologist.

The elementary counselor will engage in any group program that fills a need for the local school situation. This may include participation in

the PTA, informing community groups about the school program, making the transition from elementary school smooth, sociometrics and any work with students that may aid their growth and learning.

Sometimes the counselor will aid the teacher with a "hard to handle" group in studying the dynamics of the group and suggesting approaches to make.

Group counseling may be done with small groups of students in the intermediate grades who have a common problem. This counseling may be structured with stimulus stories or follow the usual interview technique. Role playing may be effective in group counseling.

For example, with small groups having common problems such as absenteeism, underachievement, overweight and others, counseling would attempt to reduce or correct the undesirable effects of such problems.

Counseling with individual students will be done primarily in connection with case study referrals by the principal.

This referral comes first from the teacher involving a student who causes concern in regard to his learning, behavior (not misbehavior) or marked difference from what the teacher recognizes as normal. If the counselor recognizes the situation as one in which he can assist he begins studying the problem. This study may involve the student, teacher, parents and others concerned.

Problems such as the student who cries at the least provocation, the student who resists everyone, the student who does not seem to learn and the student who leaves school for home early in the morning are typ-

ically referred to the counselor.

The counselor can assist in the identification of exceptional children, both handicapped and gifted, while other special personnel identify the partially sighted, orthopedically handicapped, blind and cerebral palsied.

Conferences with parents, attended by the teacher, principal, counselor and other personnel, will be conducted in an effort to evaluate students and recommend action. The culmination of the case study is the conference of all adults involved.

The elementary counselor should know the teaching staff and confer with them frequently concerning individual students or classroom problems.

As a part of the school staff he will come in contact with teachers in informal situations and should take an interest in the educational problems which the teacher discusses with colleagues.

The counselor must be trained to identify students who need the help of community agencies and be adept in preparing an individual for such referral. He is not a psychologist, psychiatrist or physician. For this reason he must direct students he cannot help himself to specially trained people. He must recognize those cases which need referral and know the proper channels for assis-The elementary counselor tance. should be aware of community charitable organizations, special training institutions and private agencies as possible aids to the stu-

The counselor should aid the administration and teaching staff concerning needed curriculum improvements.

(See Elementary Counselor, p. 47)

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the junior high school

AN interesting thing about the junior high school movement has been that while many people thought it was dying, it has been, and is, a vigorous movement that is gaining strength with each school year.

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A recent U. S. Office of Education survey shows that for the first time in public secondary school history, the combined junior-senior high school is the dominant school. It has surpassed the traditional fouryear high school both in physical plants and in enrollment.

The separate junior high school now enrolls the second greatest number of students in all types of secondary schools. Seven per cent more students attend a separate junior high school than are enrolled in the traditional high school. As impressive as this growth is, an upsurge in the junior high school trend may be expected soon because of two developments.

Dr. James Conant's report on the junior high school is stimulating a remarkable interest in the movement. This report is being widely read and studied. Coupling this professional interest with school boards' interest in the report, a better program for the junior high school age child is developing.

If the federal government will enact legislation during this congressional session to provide financial aid for school purposes, there will be a considerable increase in school building programs. Many districts will build junior high schools because the present elementary and secondary school buildings can be relieved numerically at the same time. This will emphasize the trend

from the traditional elementaryhigh school pattern toward the elementary-junior high-senior high school pattern.

Considering the prominence of the elementary-junior high-senior high movement, it is interesting to examine some of the advantages of the junior high school.

A separately housed, semi-departmentalized junior high school program can:

a) Provide a gradual transition from the elementary school to the high school.

Most boys and girls experience some difficulty in adjusting from the elementary school to the larger high school. A junior high school helps children make the change with as little difficulty as possible.

b) Provide training in home economics and industrial arts for both boys and girls.

With a reasonably large group of junior high students in one building it is possible to have adequate home economics and industrial arts facilities within the building and to employ specially trained teachers for these subjects.

c) Provide for an improved program in physical education, health, music, art science and remedial reading.

It is well known that many elementary teachers do not feel secure in these areas. Therefore, as compared to *the elementary school where the self-contained classroom teacher teaches all of these phases, the larger semi-departmentalized junior high school with a specialist in each area could have a stronger program. Also, because it is possible to have better facilities in a

centralized location, this helps improve the quality of instruction.

d) Provide for better continuity or articulation in the contents of subjects taught and a gradual transition in the methods of teaching from the elementary school to the high school.

Many people believe that the junior high school should be semidepartmentalized, not completely departmentalized, since one of its primary purposes is to help the child adjust from elementary school to high school.

The junior high school program can be set up with a "home room" or "basic skills room" where each child spends a large block of time in a self-contained classroom situation. One teacher can teach the basic skill subjects such as language arts (including reading), arithmetic, social studies, etc. The remainder of the school day can be departmentalized in such areas as physical education, health, music, art, science, remedial reading, home economics and industrial arts.

Further, it is easier to care for individual differences under a semi-departmental program. This allows for differentiation while considering the adjustment of the individual.

e) Provide for an expanded instructional program in foreign language.

When large groups of junior high students are in one building it is possible to offer instruction in one or more languages.

f) Provide for an adequate program of guidance.

Another advantage of bringing together a fairly large group of children is that it makes a guidance program more feasible. However, counselors who have had both elementary teaching experience and special training in the problems related to the 12-16 year-old child, such as heterosexual adjustment and the desire for emancipation from adults, should be secured for such a guidance program.

g) Provide greater flexibility in caring for the gifted child and the slow learner.

A semi-departmentalized junior high school program provides great flexibility for caring for the gifted child within a particular school. Also, the slow learner benefits by having materials and instruction more suitable to his ability level.

h) Provide a grade organizational form that enables boys and girls to develop more naturally.

The young adolescent when housed with the lower six grades often creates problems for the elementary school in that the younger children mimic the seventh and eighth graders' behavior. But the problem is far worse when the seventh and eighth grader is with the high school student and he mimics their sophisticated behavior. The separately housed junior high school has obvious advantages in connection with this problem.

The elementary-junior high-senior high school pattern has much to offer the modern school district. Because of its advantages and the various developments that may affect it, the immediate future of the junior high school appears to be bright and promising.

STUDY ABROAD

The twelfth edition of the international handbook of fellowships, scholarships and educational exchange, "Study Abroad," contains 768 pages of information on some 100,000 individual opportunities for international study and travel.

The book, published by UNESCO, is written in three languages—English, French and Spanish. The handbook also includes a report on foreign student enrollment in institutions of higher education throughout the world.

The handbook is available through UNESCO Publications Service, 475 Fifth Avenue, New York 17, New York. Cost, \$3.

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O. Wayne Phillips, Kirksville, 1962
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CREATIVE WRITING in the Elementary Classroom

By Helen Kitchell Evans, St. Clair

ONE OF THE MOST interesting and worthwhile classroom activities is creative writing. This is stimulating to both superior and slow students.

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While the teacher is helping one group, the others can write stories or articles. The teacher will not be able to spell every word for them, but spelling can come later. The brighter children will spell phonetically, and the main purpose in writing is to express feeling. In fact, continual harping on spelling may kill the desire to write. Upper grade children should be able to spell and look up words, but children in grades one to three need to write, write and write—to learn to place feelings on paper.

Writing conveys something of the personality of the writer. This revelation, no matter how crude in form, becomes a true expression of art.

When they are older, the children will polish their work, but putting words down on paper is an art at any age. The teacher may ask, "Shouldn't I show the child something about the mechanics of his story?" Not in the lower grades. The value of the story is that the child is able to express his feelings and read his story so that his classmates enjoy what he has written. A

teacher who tampers with mechanics at this point may kill any future attempts to write.

The teacher, by reading many stories to the children, can give them all the background they need for early ventures into creative writing. Also, if the child cannot read his own story to his satisfaction, the teacher should help him by saying, "Would you like me to read your story?" With dramatic importance she can make his story live so that his classmates are thrilled, too. Many an insignificant story has been saved by a thoughtful teacher who knew when to step in and give her dramatic quality to the story.

When children are encouraged to write, they write more and more. They often write pages and pages of dull details which seem to have no connection. The teacher must remember that the child is trying to find himself and she must bear with him patiently until he masters the necessary steps for writing a good story. The teacher must realize that the how of writing must not overshadow the why.

Creative writing need not be a story every time. Postcards of cities, countries, zoos and National Parks can be saved and used as ideas for articles. The teacher can write material to fit the children's needs on these cards. These pictures placed around the chalkboard rail are colorful. They attract the children, who can move quietly about the room, pick up a card and take it to their desks to copy the ideas from it. These ideas woven together by the children become their own articles on that particular subject.

Children like to travel this way, and they enjoy writing articles with such titles as: "What I Would See If I Visited Yellowstone," or "I'd Like to Visit the Zoo." Interest in foreign countries is strong today, and even the child in grade two no longer lives in a little world. He will enjoy writing about a trip to Italy or some other country.

This activity will not disturb the classroom. The procedure has been used for superior children while the teacher worked with slower ones for many years. It has proven a very enjoyable, worthwhile activity.

Such an activity in the classroom often stimulates those not so gifted to try doing the same things. Many times good stories have resulted. An article is never as long as a story, but to the slower child it will mean as much, since it is his own expression of feeling.

FOR several terms I taught only advanced high school courses, including seniors who attended class one-half day and worked in offices the other half. Then last year I was given a freshman advisory group and since then have taught two freshman classes. These are some differences I have noted in these varying age groups.

To begin with, seniors (especially the working ones) know that training counts. They watch their fellow workers being transferred out of the stenographic pool into office assignments and note that the ones who get the good jobs and best salaries out, but must be earned. Sometimes there is a choice between their favorite television program and tomorrow's homework or test score. They have learned to listen to directions, to respect authority (sometimes through trips to the office) and to know their own strengths and weaknesses.

It is both interesting and enlightening to watch the growth and progress of secondary students through school. They mature about as much mentally as they grow physically in four years.

But I would not have you think that I am partial to seniors—you learn that I prefer having everyone seated in the room, my most common expression is "Sit down." They do not conform to rules, partly because the rules are unfamiliar and partly because the rules have not become habitual, but they are eager to please and a little praise brings forth lots of effort.

Freshmen are not as self-reliant as the older groups, but they are certainly not afraid to try new ideas. Too many of us cannot remember that feeling of awe as we walked into a high school for the first time, but I still remember the little girl who became ill one day and left the building because she could not find the nurse's office. Also, I remember one of my advisees who came by at the end of the first day to say he had made it through the day, now if he could just find his locker and get out the right door. They depend on you as the adviser to help them complete all the necessary registration forms, locate their seats in the auditorium, etc., but remember, many of the ideas they are encountering are new to them.

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Maturity makes a difference in regard to teachers, too—both young and mature teachers have a lot to contribute to the school. The older teacher offers the wisdom of years of experience and thorough knowledge of subject matter. He understands the students, the school procedure and the administration. The young teacher brings new ideas fresh from college training. He is young enough to have almost as much endless energy as the students and wants to try many of his new ideas.

Yes, the school is fortunate to have both freshmen and seniors. We need to keep adding ingredients to keep the mixture fresh, and we need to respect the seasoning that maturity provides. It is the best of both that makes for a good school, in the student body or in the faculty. I have heard it said that the wisdom of the ages and the energy of youth make an unbeatable team. Yes, and I might add a good school, too.

EVALUATING MATURITY

by Mary Witherow, Roosevelt High School, St. Louis

are the ones with skill. You do not have to tell them to practice on their typing speed—they are there early in the morning (even before an "A" period) asking for timed writings. However, to freshmen a job is four glorious years away. It might as well be an eternity for all their interest.

Seniors have developed a serious nature. A dog in the front hall is no longer reason for hysterical outbreaks of laughter. The former study hall cutup has had the lead in the senior play or been captain of the football team—he has earned his recognition in some other way, and he has a sense of justifiable pride in his accomplishments.

You will find a stronger bond of loyalty and school spirit among seniors. When there is a school dance or basketball game the majority of them will attend. They know the players and want to support the school. They have worked on a committee for the dance and just must see how it comes out.

The art of learning to study is becoming a reality. They have learned that "A's" and "B's" are not handed cannot beat the enthusiasm of a freshman advisory group. As a school project at Christmas, each group fills some stockings for an Air Force base nearby. Can you imagine thirty people packing three stockings? We finally let a committee of three do the work, but everyone volunteers for everything. If you ask for a calendar for the room you get thirty the next day, and one boy even wanted to know if he could bring another the next day.

Freshmen want to tell you everything—about their families, outside activities and even other classes. They have none of the inhibitions of the older students. I used to get to school thirty minutes early and organize my day's work—now the minute I open the door of my room the students who have been waiting outside come to sit or stand as close as possible to the desk. They are a friendly lot without much of the reserve we sometimes assume as we get older.

The school, the fellow advisees, the routine and the building are all new to the freshmen. Until they

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Foundation Program

The Official Budget provides \$224,100,000 for the full financing of the foundation program. This is an increase of 68 million dollars for the next biennium over the present biennium.

The Chairman of the House Appropriations Committee has introduced H. B. No. 113 transferring the amount recommended by the Governor, \$207,119,798, from the general revenue fund to the state school fund. It is imperative that this amount be kept in the transfer bill if the program is to be financed. This amount, plus the 2 cent earmarked cigarette tax, provides the necessary amount, \$224,100,000, for full financing. Visit with your Senator and Representative in this respect.

Additional moneys must be provided for the general revenue fund if the Official Budget, including the school foundation program and 13 million additional for higher educational institutions is to be financed.

In his budget message the Governor recommended that the needed additional revenue be provided by state income tax withholding, an increase of two cents in the cigarette tax, a 50 per cent increase in beer, liquor and wine taxes, collection of the sales tax on motor fuel not used for highway purposes, and the re-enactment and improvement of the use tax should it be invalidated by the Supreme Court. Bills have been introduced to implement these recommendations. Other revenue measures will be introduced, no doubt.

It has always been the policy of the Association to support the General Assembly and Administration with whatever tax proposals they deem advisable for the raising of necessary revenue.

What is done depends on what you and those interested in good schools do now.

Federal

Now is the time for an all out effort to secure broad purpose financial support legislation by the Federal Government. It should permit "freedom of choice" by the states as far as the use of funds for salaries or construction is concerned. This makes their use harmonize to the fullest with state fiscal planning for schools. Federal funds would be deemed to be state funds when they reach the states and all federal control prohibited. Such a proposal was S.8 as passed by the Senate at the last session of the Congress.

An identical proposal has again been introduced in the Senate as S. 8. Before this is received a similar bill no doubt will be before the House.

Getting and keeping qualified teachers is our greatest problem. Increased salaries are basic to its solution. While construction is badly needed in some districts, money for salaries is continuously needed in all. Let your congressman hear from you in this respect.

Let us hear from you if you are desirous of receiving materials relative to federal financial responsibility for education.

Leadership Conference

The eleventh state-wide leadership conference for community associations, sponsored by the Missouri State Teachers Association and the National Education Association will be held at the Bunker Hill Ranch Resort, the week of August 7-11, 1961.

Letters have gone to the presidents and secretaries of community associations inviting them to proceed with the selection of delegates. Each community association is entitled to one delegate. Meals and lodging for delegates will be provided. The delegates are to be officers or potential leaders in our community associations next year, individuals who are genuinely interested in building more effective professional organizations.

Any community association will profit immensely by having a well chosen delegate in attendance. It is a vital part of the Association's program of professionalization.

With delegates in attendance from the district associations and the departments of the Association, this leadership conference is broadly representative of all the profession and affords an opportunity unequalled for its further unification.

A LABORATORY FOR LEADERSHIP

by Dr. Gayle Simmons, Dean Flat River Junior College

AMID CHARGES of obsolescence, softness and other alleged shortcomings of the American high school, it is time for secondary schoolmen to talk to the American public about the school's virtues and accomplishments. Frequently, the critics are the last ones to offer constructive suggestions or to support the secondary school in its efforts to upgrade its program.

The most unrealistic charge is that the secondary school has refused to respond to American social changes and the changing needs of youth. It seems evident to schoolmen that few institutions are more responsive to social change or more willing to modify their programs than the American high school.

High quality intellectual training is offered to the American teenager in the high school. However, one of the most commendable functions of the secondary school is as a laboratory for leadership through student activities.

Many critics of education and some educators have been slow to endorse student activities. However, the conclusion is inescapable that the student activity program has done more to enrich the high school program during the last half century than any other innovation.

Leadership is not taught in the sense of a geometric axiom or verb conjugation. It is developed through pupil self-activity as a by-product of living through meaningful, challenging situations.

Leadership cannot be developed in a vacuum; it does not exist in the abstract. It is dynamic, ever-moving and must be developed in group situations. Leadership training will fail unless it involves real life opportunities for the students to experiment, innovate, cooperate, evaluate and enjoy the product of the endeavor.

Prerequisites are the freedom of the student to err without fear of reprisal, freedom to profit from his own mistakes and freedom to devise his own corrections under skilled guidance. The need for sympathetic supervision is obvious. However, the danger of over-supervision or teacher-domination is inherent.

Important responsibilities devolve upon the school in the organization of an activities program for leadership development. Adequate time and space must be provided for such activities as publications, forensics, music, clubs and hobby and interest groups. Since some believe these activities are as valuable as any portion of the curriculum, they should be fully and ungrudgingly financed, housed and equipped.

In general, the emphasis should be on the process rather than the product of such activities. The school's public relations channels should convey the message that these activities are important educational functions, not mere play. They are educational, not merely recreational, although their recreational implications should not be ignored. The participants should receive recognition, not so much for their product as for their own personal growth.

The activities should be pupilcentered, not product-centered. Supervision should be both permissive and well controlled. The sponsor should be selected on the basis of ability, interest and teaching load. Under no circumstances should an unwilling teacher be assigned to sponsor an activity in addition to an already overloaded teaching assignment.

In-service training may be necessary to allow the staff to obtain more realistic views of student activities. If the sponsor does not consider the activity valuable, it will scarcely prove worthwhile. While he must be willing to give constructive advice and exert his influence to give status and respectability to the activity, the sponsor must guard against overcontrol or domination.

The sponsor should be sympathetic not only toward the activity, but also toward its less adept participants; he should share the students' pride in their efforts and achievements.

Continuous evaluation of the activity should enhance its worth to the pupils in line with the over-all philosophy of the school. This implies the necessity for vigilance against over-emphasis on competitive athletics.

It demands that the term "extra curricular" be avoided in describing the activities. It forces the school to avoid imbalances in the activity program so that no one segment of the program receives an unfair share of the total emphasis, especially in terms of financial support.

Continuous evaluation reminds the school of the urgency of holding the total activity program and its individual components within reasonable bounds. This will remind part of it show compo

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schoolmen that this is an important part of the school program but that it should not smother or dwarf other components.

Participation of as many students as possible should be encouraged but not demanded. Sponsors should have time free from their teaching duties to supervise the activities. This avoids the problem of "extra pay for extra work."

Through counseling, students should be encouraged to limit their activities to those in which they can participate sensibly without adverse effect upon their regular class work.

The principal or his representative should coordinate the activity program and interpret it to the school-community. The activity program should be financed from regular school funds as is any other curricular activity. This avoids making the program self-sustaining. The "self-support" philosophy is deadly, and it is contrary to the purpose of student activities.

Although interschool cooperation and its resultant standardization are good, over-dependence on them should be avoided.

The secondary schoolman must acknowledge the value of the student activities program in developing leadership in teenage youth. We often hear expressions of fear that our nation is failing to develop leadership for tomorrow, that our greatest natural resource—youth—is being wasted. The schoolman must reject the charge that the American high school is failing in this respect.

Furthermore, he will assert that the school's activities program probably is the nation's best hope for the development of leadership for the America of tomorrow. He does not believe that participation in student activities consumes so much of the student's time, energy and interest that it ruins his performance in algebra, Latin and history. The observant secondary schoolman realizes that "Our student leaders are our leading students."

Let's Look at HOMEWORK

by C. Nolen Miller Elementary Principal Fox School, Arnold

HOMEWORK is a subject that has been discussed by teachers, administrators, parents and especially the critics of education. Discussion has ranged from one extreme to another. No agreement has been reached.

The ultra-progressives advocate no extra work outside the classroom, and in some cases, little within the classroom. Other groups are just the opposite. They feel that schools are too soft, that children should be pressured at school and do additional work at home.

Hardly a day passes that some person associated with certain interest groups does not charge the schools with being too soft. Law enforcement officials often advocate a strict homework discipline as the panacea for the teenage problem. Somewhere within these extremes lies a reasonable answer.

Homework has been used by teachers and schools for various reasons, ranging from well-defined educational objectives to "busy-work" and in some instances even as punishment. The first is the only justifiable use of homework. Under no circumstances should either of the other two be used.

No child should have a homework assignment over new materials. Drill and extended exercises in any area of learning develop proficiency in that area and sometimes in related areas. Unreasonable assignments are a sure means of "killing" one's interest in most any field. The same would be true if assignments were made consistently in one particular area.

Homework should serve two primary functions: (1) To develop proficiency in a particular skill; (2) To allow the pupil an opportunity to demonstrate this skill to his parents.

The assignment should not be longer in minutes than the child's grade number followed by zero. For example, a child in the third grade should not have more than a 30-minute assignment. These assignments should not be made more than four evenings per week, and they should alternate over all areas of learning. Exceptions would be expected in cases where a child needs extra attention to a particular skill—but not to extremes.

This does not imply that all children should have the maximum assignment four nights per week, nor does it imply also that a child could not be given additional work, as in cases where pupils have been absent from school. Neither does it imply that no homework is recommended. Homework can be as good as the motive for it.

Children work at varying rates of speed. A child who does extra work at school may be penalized by the usual home assignments necessary for others. This child may very profitably use this time to explore other fields of interest.

Some children are naturally slow in doing certain things. However, they may be very thorough in the understanding of them. We must decide what our objectives are, and they should not all be measured by quantity. Quality of work is much more important in many respects.

A good rule to follow would be to place ourselves in the position of the parent or the child (realizing that we probably have a stronger desire for learning than the average person). Then we would be in a more favorable position to arrive at a reasonable answer to the time-honored question "How Much Homework?"

TEMSOFNITEREST

A. E. Beach, principal of the Platte City high school for the past three years, has been appointed superintendent of schools at Eagleville. He succeeds Verrel T. Lemen who resigned to accept a position as representative for the American Book Company in Kansas.

Dr. Dan Brunk, professor of mathematics at the University of Missouri, is the author of "Mathematical Statistics," a college text published by Ginn and Company.

J. C. Caldwell, University of Missouri campus coordinator of Indian affairs, is making a two-month inspection tour of nine colleges in India which are under contract with the University and other United States land-grant colleges.

Louis G. Clark, director of the St. Louis County Vocational School, reports that basic electronics is being offered to 34 students from seven county school districts this year. The transistor training unit of Philco Tech-Rep Training Program is being used. Thomas G. Niehaus is teaching the course.

William E. Clark, superintendent of Worth County School District R-I since 1959, has resigned to become superintendent of schools at Mound City. He succeeds Marvin Porter who has been superintendent there for 21 years.

Roy L. Clemons, administrative assistant to the superintendent of schools at St. Charles, was named acting superintendent Jan. 26 because of the illness of superintendent Stephen Blackhurst.

Nelle Cummins Dabney retired Jan. 27 as director of special education in Kansas City. She was principal of the R. J. Delano school from its opening in 1939 until she became the city's first director of special education in 1950. She has taught 49 years. Marjory Jean Farrell, consultant in charge of the education of the academically talented, is acting director of special education now.

Richard S. Dabney, Director of Special Education, State Department of Education, has been appointed a member of the World Committee on Special Education for a three-year term. This committee was established in 1954 during the Hague Congress.

Thomas J. Dunphy, Jr., began teaching physics at Joplin Junior College Feb. 1. He received a B.S. degree in mathematics and physics from



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Kansas State College in January. Thomas J. Dunphy, Sr., is a guidance counselor at Carthage senior high school.

Dr. Elmer Ellis recently was presented the Senior Citizen of America Award of Merit. The presentation was made by Erwin T. Koch, Missouri State Director for Senior Citizens.

Carol Eves, physical education teacher at Liberty high school, has accepted a civil service job as a recreation director with the Army Special Services in Europe.

D. A. Ferguson, superintendent of Cabool schools for 12 years, was named "Man of the Year" at a joint banquet of the Cabool Jaycees and Chamber of Commerce Jan. 17.

Bonnie Glendenning, special education teacher at LaBelle, fell and fractured her leg Jan. 8.

Rupert F. Harmon, superintendent of Bates County R-VIII school district, has had his contract extended to June 30, 1962 by the school board.

Erma Lee Henderson of Jackson is now teaching first grade at the Jefferson school in Cape Girardeau.

Donald Hevel, district superintendent of the Palmyra high school district R-I, has accepted a three-year contract from the board of education.

Harlin Hutsell has been named football coach at Parkview high school in Springfield. He formerly taught at Houston.

Hugh Imboden is teaching math and science in the Mayview consolidated schools near Higginsville.

Martha Ann Johnston has joined the staff of Boonville high school to teach speech correction.

Don Verne Joseph, band director at Jefferson City, was honored Jan. 26 as "Jefferson City's Outstanding Young Man for 1960" by the Chamber of Commerce.

Leemon N. Kinder, now serving his tenth year as superintendent of the Holland Schools, has been re-employed for another three-year term.

Mary Knipfel, who graduated from the University of Missouri in January 1960, is teaching algebra and general math at Hallsville high school.

Clara Jean Langston is teaching second grade at Jefferson school in Cape Girardeau. She replaces Peggy T. Lamb who resigned.

Dr. L. O. Litle has been elected to the Board of Trustees of Culver-Stockton College. He is superintendent of schools at Quincy, Ill.

James H. Long is now high school principal at Leadwood. He assumed this position after Guy B. Reid requested to transfer from high school to elementary school principal.

Clinton Maness, band director at Liberty, has been appointed principal of the new elementary school being built in that city. He is completing work on a master's degree in administ State C

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administration at Central Missouri State College.

Lena Wyan Mische, guidance counselor at Boonville high school, contributed an article on "How IQ Test Results Are Used" to the NEA pamphlet "Your Child's Intelligence."

Thomas G. Moore, Ferguson high school English instructor, has been appointed a member of the Committee on Comparative Literature of the National Council of Teachers of English.

Harold Moxen, school administrator for Air Force Dependents Schools in England and Germany from 1954 until October 1960, is now principal of the Princeton elementary schools.

Justin Needham, superintendent at Plato, reports that the Plato R-V high school has moved into a new electrically heated building which has a large, well-equipped science department.

Robert Norton, Liberty high school language instructor, has been appointed to the staff of the University of Missouri Summer Language Institute.

Jean Pettigrew recently resigned from the Jefferson school faculty at Cape Girardeau.

James L. Schmidt is now teaching social studies at the Herculaneum



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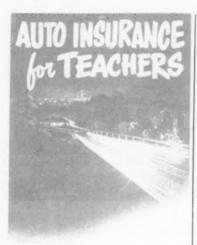
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Current M.S.T.A. member

high school. He replaces John William Rasmussen, who resigned to accept a position as Jefferson County Auditor.

Ruby Searcy, sixth grade teacher at Cameron, suffered a heart at-tack Nov. 21. She will not be able to continue her duties the remainder of the school year.

G. Frank Smith has assumed the duties of elementary principal of the Cameron R-1 system until a replacement is secured for Bill Bruch who

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Sara Snorgrass, who is retiring this year after 15 years as principal of Thorpe J. Gordon elementary school in Jefferson City, has been named one of five "Women of Distinction" for 1960 by an anonymous committee in Jefferson City.

Robert Solomon, art teacher in the Clayton school system, had a one man show of his recent paintings at the Art Mart Gallery in Clayton Jan. 16-Feb. 2. This was his fifth one man

Martha Eloise Spinks, instructor of English and speech at the Eldon high school, became the bride of William Dean Nesbit Dec. 28.

Bruce L. Stephens has been employed as machine shop instructor at St. Louis County Vocational School.

Nancy Thompson recently received a B.S. degree in English and business education at Southeast Missouri State College and now is teaching English in the Riverview Gardens high school.

Dr. Marie Vilhauer, professor of business education and business administration at Southeast Missouri State College, recently was elected national president of Pi Omega Pi, honor fraternity in business education. Dr. Vilhauer is the wife of Charles E. Vilhauer, superintendent of schools at Montrose.

Picture of your class, band or team here!

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Pauline Welch has resigned as commercial teacher at Monett. Lucille Bennett has been employed to replace her.

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Marguirita Whitener, who has taught sixth grade at DeSoto since 1959, is teaching English and Spanish in the DeSoto high school. She replaces Margaret Sanders who has moved to Colorado. Anna King is teaching the sixth grade class now.

Mary Wood, teacher at Aurora Springs, fell and suffered a hip injury Jan. 3 and was out of school several weeks.

LEADWOOD COMPLETES 4-ROOM ADDITION

Dee Norman Powell, superintendent of schools at Leadwood, announces that a four-room addition to the high school has been completed. The new rooms were needed to house the combined grades 7-12 from Leadwood, Mitchell, Frankclay and Irondale which recently reorganized.

U. CITY CELEBRATES 50TH ANNIVERSARY

The school district of University City, organized Feb. 21, 1911, is celebrating its fiftieth anniversary. All schools were open to visitors during the week of February 20 and a district-wide meeting was held.

Throughout the remainder of this school year, report cards will bear the anniversary seal and the slogan "50 Years of Quality Education." Bumper strips with a similar slogan were made available through the PTA

ELDON GRADE SCHOOL DESTROYED BY FIRE

A fire which destroyed the threestory brick Eldon grade school Dec. 23 was discovered about an hour after students were dismissed for the Christmas holidays. An adjoining building which houses the cafeteria and class rooms was damaged by water. The fire was believed to have started from an overheated flue in an attic. An official estimated the damage might come to \$100,000.

CMSC REPORTS ON PLACEMENT SERVICE

During the period from Sept. 1, 1959 to Sept. 1, 1960 the Placement Office of Central Missouri State College, under the direction of Dr. Irl A. Gladfelter, received reports of 7,870 vacancies from 31 states and 10 foreign countries. A total of 1,598 interviews were held in the Office by 89 schools and 41 business

CMSC graduates accepted positions in 24 states, one foreign country and 50 counties in Missouri.

The average elementary degree salary for Missouri placements was \$3,944. For outstate it was \$4,735. Secondary degree placements in the state received an average salary of \$4,507 while out of state placements were paid \$5,187.

WAYNESVILLE-FORT WOOD HIRES NEW TEACHERS

School officials of the Waynesville-Fort Wood schools have announced the employment of the following new teachers:

Barbara Rankins, who received a B.S. in education from John Brown University, is teaching grade five at Thayer school. She replaces Barbara Spilker.

Sharon Evans succeeds Barbara

Johnston as sixth grade teacher at School No. 3, Fort Wood.

Genoveva Cordoba has been employed to teach a new fourth grade on Fort Wood.

Joyce Gruschka is teaching grade seven on Fort Wood after the resignation of Henry Young.

Mrs. Paul Emmitt and Willene Monda have been employed for homebound pupil teaching.

SUGGESTIONS we hope prove helpful

Rhythm Band Instruments

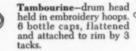
Easy how-to by Rosalyn D. Wallace in Virginia Journal of Education to establish or augment your own rhythm band



Drum—rather big, clean, empty drum (had from garage). Top is piece of old inner tube secured with baling wire.

Drum-muslin laced over ends of coffee can. Shellack muslin ends 3 times.





Cymbals—tops of 2 coffee cans. Hammer edges flat. Bolt on spools for handles.

Plate Shaker-2 paper plates laced together with dried corn in between.

Cup Shaker-paper cup with dried corn in it.

Cappo-bottle caps with holes punched, strung on a wire hanger. Twist wire together; caps move easily back and forth.

Bells-3 bells sewed on circlet of ribbon.

Clothespin Whackers-2 bottle caps, one flattened, one regular, tacked to clothes pin.

Toothpowder Shakerred painted toothpowder can, filled with dried corn.

Maraeas—2 old light bulbs covered with thin strips of paper towel. Paste on 5 layers; allow to dry. Then break bulbs by hitting on cement. Broken glass makes rattle.

Jingle Sticks-2 dowels 12" long. 2 flattened bottle caps tacked on end of each.

Rhythm Sticks—2 dowels 12" long, painted red.

Sand Blocks-2 blocks of wood 3%x3x%". Sandpaper thumbtacked along the thin edge.

Wood Blocks-2 blocks of wood 3%x3x%"

Picket Fence—flat board with 8 clothespins nailed on upside down. Dowel used to play up and down "fence."

Triangles-6" nail, hung from string. 3" nail used as striker. Other triangle made of bent metal piece.





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MATERIALS ANAYLSIS

Monthly bulletins analyzing materials in elementary science, social studies, language arts and arithmetic comprise the Materials Analysis Publications (MAP).

Each MAP bulletin contains reviews of books, pamphlets and instructional aids. It provides a means of keeping informed on new developments and is an aid to textbooks and instructional materials committees and to in-service training in the use and selection of such materials. It is a reference for materials to supplement a course or unit of instruction and can serve as

a journal of staff comment on instructional material.

Educators tell whether they feel the publisher achieves the purpose stated in his releases, what the emphasis of the material is, how it might relate to the grade or school curriculum and how it might contribute to an instructional program.

Each MAP bulletin, prepunched for easy notebook filing, presents an overview of developments in the fast changing field of instructional materials.

MAP is published by Curriculum Advisory Service, Inc., 5401 W. Fargo Avenue, Skokie, Illinois. Subscription rates, \$25 per school year.

DR. LELAND E. TRAYWICK NEW PRESIDENT OF SMS

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Dr. Leland E. Traywick, professor of economics and assistant dean of the College of Business and Public Service at Michigan State University, has been named to succeed Dr.



Dr. Leland E. Traywick

Roy Ellis as president of Southwest Missouri State College, Springfield.

Selection of Dr. Traywick was announced Jan. 12. Dr. Traywick will assume the duties of president Sept. 1, but he will join the SMS staff this summer in order to be on campus as an "observer."

Dr. Traywick, 45, is a native of Okmulgee, Okla. He has been at Michigan State University since 1947. During this time he has been acting director of the school's Bureau of Business and Economic Research, acting head of the Department of Economics, chairman of the Board of Trustees of the Michigan Council on Economic Education and director of the university's Economic Education Workshops.

He has served on the staff of the Michigan Public Service Commission and has been a member of the Council of Economic Advisers to the Governor. He also served with the Michigan State Department of Public Instruction's Curriculum Committee on Economic Education.

During 1942-43 he was an economist for the U. S. Government in Washington with the Control Division, Office of Ordnance, and was affiliated with the Statistics Division, War Production Board.

Prior to joining the staff at MSU Dr. Traywick was assistant professor of economics at Western Reserve University, 1946-47; lecturer at the University of Illinois in the summer of 1947; assistant in the Department of Economics at the University of Illinois, 1939-42; and instructor at Stephens College, 1937-39.

He received his Ph.D. at the University of Illinois in 1942 and holds A.M. and A.B. degrees from the University of Missouri, where he majored in history.

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RIVER FOREST, ILLINOIS - SUMMIT, NEW JERSEY - PALO ALTO, CALIFORNIA ATLANTA, GEORGIA - DALLAS, TEXAS Dr. Traywick has written "Get Good Grades in College" and was coauthor of "Readings in Economics"
with W. Adams, now in its third
printing. He now is preparing "Principles of Economics" with George
Soule. He also has written many
articles for magazines and professional journals.

Dr. Traywick is married and has two children. He is a veteran of

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Dr. Traywick is on leave at present while serving with the National Committee for Economic Develop-

ment in New York City.

Dr. Traywick will be the college's fourth president. The late W. T. Carrington, the first president, served from 1905 until 1917. His successor, Dr. Clyde M. Hill, was president from 1917 through 1925. Dr. Ellis became president in February 1926 and has served continuously since then. His 35 years as president is believed to be the longest tenure of office of any college president in the nation.

This is the second successive time the college has chosen its president from the fields of economics and history. Dr. Ellis joined the SMS staff in 1917 as a history instructor.

BOND ELECTIONS

Logan R-VIII: approved an \$80,000 issue Jan. 10 by 57 votes. The issue had failed by one vote in December.

Eldon: approved a \$150,000 bond issue Jan. 19 to build an elementary school to replace the one destroyed by fire in December.

Affton: \$875,000 issue approved Jan. 24 to complete intermediate school, remodel junior high, provide maintenance on all school grounds and to purchase new equipment.

Hickman Mills: approved a \$555,000 bond issue Jan. 21 for an addition to Ruskin high school and the construction of an elementary school.

Riverview Gardens: \$740,000 bond issue was approved by voters Jan. 31.

Brentwood: approved a \$660,000 proposed bond Jan. 31.

Eureka R-VI: \$725,000 bond issue was defeated Jan. 31 by 76 votes.

CONANT TO SPEAK AT CURRICULUM MEETING

James B. Conant, author of recent studies on American schools, will speak on "Trial and Error in the Improvement of Education" at the 16th annual conference of the Association for Supervision and Curriculum Development March 12-16 in Chicago.

Almost 3,000 persons are expected to attend. Area meetings will be held on the following subjects: Frontiers of knowledge that have a significance for improvement in education; learning—what is new in research; planning at various levels for excellence in schooling; processes and problems in developing and coordinat-

ing a reasonable K-12 program; and change—pressures for acceleration.

ADMINISTRATORS ELECT NEW OFFICERS

The Missouri Association of School Administrators elected officers at its business meeting in Columbia Jan. 13.

Roi S. Wood, superintendent of the Joplin public schools, vice president of the organization last year, is the

new president.

A. H. Bueker, superintendent of the Marshall public schools is vice president. Mac E. Coverdell, superintendent of schools, Bowling Green, is secretary.

The new executive committee member is Warren Black, superintendent of schools, Herculaneum.

INSTRUMENTS FOR SALE

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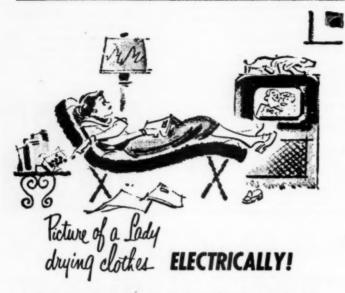
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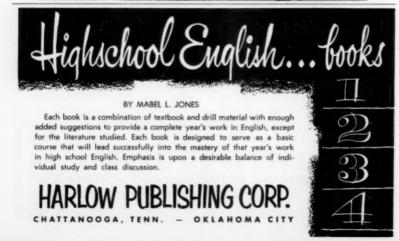
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Important *

MARCH

3 Missouri Association Educational Secretaries Workshop, 3814 Magnolia, St. Louis, March 3-4, 1961

10 Northeast District Teachers Meeting, Kirksville, March 10, 1961

11 American Association of School Administrators Regional Meeting, St. Louis, March 11-14, 1961

12 Supervision and Curriculum Development Association Convention, Chicago, March 12-16, 1961

16 Southeast District Teachers Meeting, Cape Girardeau, March 16-17, 1961

18 Elementary School Principals National Meeting, Atlantic City, N. J., March 18-22, 1961

21 Women Deans and Counselors, NEA, Convention, Denver, Colorado, March 21-25, 1961

24 Missouri Art Education Association of MSTA Conference, University of Missouri, March 24-25, 1961

APRIL

2 Association for Childhood Education International Study Conference, Omaha, April 2-7, 1961

4 Council for Exceptional Children Convention, Detroit, April 4-8, 1961

5 National Council, Teachers of Mathematics Convention, Chicago, April 5-8, 1961

5 American Industrial Arts Association Convention, St. Louis, April 5-7, 1961

8 Department of Classroom Teachers, MSTA, University of Missouri, Columbia, April 8, 1961

8 Business Education Department of MSTA, Spring Conference, University of Missouri, Columbia, April 8, 1961

10 Elementary School Principals of MSTA Spring Meeting, Columbia, April 10-11, 1961

11 National Art Education Association Convention, Miami, Florida, April 11-14, 1961

14 St. Louis Suburban District Teachers Meeting, Kiel Auditorium, St. Louis, April 14, 1961

15 Elementary Education Conference, William Jewell College, Liberty, April 15, 1961

15 Junior Classical League Missouri Convention, University City senior high school, University City, April 15, 1961

16 National Library Week, April 16-22, 1961

20 Association of School Business Officials of Missouri, Spring ConSpri 4 Aud NEA Flor

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ference, Elms Hotel, Excelsior Springs, April 20-22, 1961

24 Audio-Visual Instruction Dept., NEA, Convention, Miami Beach, Florida, April 24-28, 1961

26 National Association for Gifted Children eighth annual meeting, New York City, April 26-29, 1961

MAY

4 National Association of School Boards Annual Convention, Philadelphia, May 4-6, 1961

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25 National Education Association Convention, Atlantic City, June 25-30, 1961

NOVEMBER

 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 1-3, 1961

DEATHS

DR. DONALD BIRD, 48, teacher of communications at Stephens College since 1940, died Jan. 8 after suffering a cerebral hemorrhage. In recent years he had been executive secretary, vice president and president of the National Society for the Study of Communication.

WILLIAM R. BRYANT, 69, who taught 38 years in Barry and Lawrence counties before his retirement in 1955, died Jan. 11 in Monett.

FAYE E. BURCH, 62, a teacher at Hickman Mills, died Dec. 9 of a heart attack in a Butler hospital. She had taught in Bates, St. Clair and Jackson counties.

ALLIE CREWS, an instructor in the University of Missouri School of Social Work, died Jan. 1 in Columbia.

LIDA ELIZABETH DAVIS, 87, retired Aurora teacher, died Dec. 31 at her home in Marionville.

JOSEPHINE FREEMAN DUN-HAM, 87, who taught many years in rural Macon County, Callao and Bevier, died Dec. 18 in Mensha, Wisconsin.

DR. ALBERT G. HOGAN, 76, professor emeritus of animal nutrition at the University, died Jan. 25. He was chairman of the department of agriculture chemistry for 32 of his 35 years at the University before retiring in 1955.

MYRTLE ALICE HUGHES, English and geography teacher in the Strafford schools and a member of the profession for the past 20 years, died January 4 in Burge Hospital, Springfield.

JOE ZORA PEACH, who taught in Kansas City until nine years ago when she lost her sight, died Dec. 26.

HUGH EVANS ROBINSON, 91, who served 45 years as a teacher, principal and supervising principal in the Kansas City schools, died Jan. 30. He also taught 20 years in the Kansas City Junior College night school. ROBERT E. SMITH, supervisor of industrial arts, Laboratory school, Central Missouri State College, died Dec. 19.

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YOUR HOME AND YOU

By Carlotta C. Greer and Ellen P. Gibbs. This up-to-date text is designed for use in courses in home and family living for girls and boys at the secondary level. The subjects covered are in the areas of personality development, foods and nutrition, child care, clothing and grooming, and the home. The recipe format, including the illustrated step method for basic recipes, and the quick-method techniques of clothing construction are important features of this text. The book is illustrated with many black-and-white photographs and Kodachromes. A Workbook and a Teachers' Manual are available.

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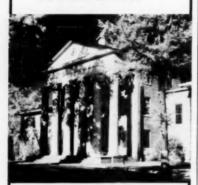
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July 17-August 18

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For a Summer Session Bulletin write: The Assistant Provost for the Summer, Session, University, Mississippi

PUBLIC BOARD MEETING HELD AT KIRKWOOD

Almost 600 persons attended the January 9 meeting of the Kirkwood R-VII Board of Education held at the senior high school auditorium. The board discussed problems in setting up a budget to meet current and future needs. An informal period for questions followed the regular board meeting.

Many districts now are beginning to hold public school board meetings. University City recently held a tele-

vised board meeting.

Such open meetings provide a fine opportunity for educating the public to the school's needs. They allow the district to be in direct contact with its patrons. A well-informed school patron is interested in expanding the programs of the school and willing to help find ways to finance such expansion.

AWARD OF MERIT



LINN SCHOOL RECEIVES ARCHITECT'S AWARD

Superintendent Thurman L. Willett has accepted an American Institute of Architects 1960 Award of Merit on behalf of Osage County R-II school district at Linn. The award is in recognition of the vocational building at Linn.

The building, first used in the fall of 1959, is to house vocational agriculture, vocational home economics, vocational auto mechanics, industrial arts, drafting, music and in the future, a machine shop.

The vocational auto mechanics class was started in 1959 with 20 students. An advanced class is being offered this year. The Linn school is one of about 10 in the state which offers such a course, and it is the first small school to have such an expanded vocational program.

Equipment for the mechanics class includes Sun test equipment, Alemite lubrication, wheel balancing and front end alignment, a valve grinder and power tools. The Ford Motor Company and General Motors have contributed transmissions, motors and other items from their technical schools as well as film and charts.

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For grades 1-6, this first compatible program in reading and the language arts consists of two series of textbooks; Winston Basic Readers and Winston American English, jointly authored so that each phase of instruction in reading, writing, speaking, and listening augments the other . . . yet each series may be used independently!

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SEE THESE EXCITING PAGEANTS:

VICKSBURG—"Gunboats
Round the Bend" — Every Friday, March 31-June 30, 1961.

JACKSON—"Heritage of Valor"
— Summer, 1961.

NATCHEZ — "The Life of Jefferson Davis" — April 27, May 4, 11, 18, 25, 1961.

-	Miss Hospitality 1504 State Office Building Jackson, Mississippi	A-ST
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Southeast Missouri Teachers Association Cape Girardeau, March 16-17

Officers



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President
Claude Stone, Doniphan,
First V. President
Martha Howard Jones,
Cape Girardeau, 2nd V. President
L. H. Strunk, Cape Girardeau,
Secretary-Treasurer
Executive Committee: George R.
Loughead, Poplar Bluff; James

C. Cudwell, DeSoto; Forrest H.

Rose, Cape Girardeau.



L. H. Strunk

FIRST GENERAL SESSION March 16, 9:30 a. m.

Houck Physical Education Bldg. John Lawrence, President, Presiding Presentation of the Colors

Invocation, the Rev. G. Kenneth Brun, Grace Methodist Church, Cape Girardeau

Honoring persons who have given meritorious service to education in the district

Address—Robert Kazmayer, the nation's foremost platform personality.

DIVISIONAL MEETINGS

Elementary Teachers: March 16, 2:00 p. m., College Auditorium. Claude Stone, First V. President, Presiding. Special Music. Address—Dr. Hanne Hicks, Professor of Education, University of Indiana. Secondary Teachers: March 16, 2:00 p. m., Houck Physical Education Building. Special Music. Address—Dr. William M. Alexander, Chairman, Department of Education, George Peabody College for Teachers.

SECOND GENERAL SESSION March 16, 8:00 p. m.

College Auditorium

John Lawrence, President, Presiding PROGRAM OF MUSIC

Fisk Jubilee Singers Fisk University, Nashville, Tenn.

THIRD GENERAL SESSION March 17, 9:30 a. m.

Houck Physical Education Bldg. John Lawrence, President, Presiding Special Music — Central High School, Cape Girardeau Memorial Service

Address—Hubert Wheeler, Commissioner of Education, Jefferson City Special Music

Presentation of newly elected president

Address—Robert R. Brunn, American News Editor, The Christian Science Monitor

DEPARTMENTAL MEETINGS March 17

All department programs which are not luncheon meetings will begin at 2:00 p. m.

FIRE DESTROYS RURAL SCHOOL

The Belle Plain rural school, three miles south of Harrisonville, was destroyed by fire Dec. 31. An unofficial estimate of the value of the building and its contents was \$8,000. Twenty-three students are enrolled in the school. Imogene Goddard is their teacher.

An unoccupied three-room farm house near the school site is being used for classes now.

TWO-YEAR COLLEGES

"Criteria for the Establishment of 2-Year Colleges" reports the four most important standards for junior colleges as potential enrollment, financial support, community interest and unmet student needs.

The population, number of high school graduates within 25 miles and the school's accessibility to students are important also.

The U. S. Department of Health, Education and Welfare bulletin lists statutory and regulatory requirements, a survey of professional opinion and proposed guidelines for 2-year colleges.

Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 45 cents.

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tice, review, and maintenance presented continuously. Chapter and Cumulative Reviews offer the opportunity to diagnose and reteach skills. Challenging enrichment activities in each chapter stimulate the advanced students or those not needing further review. Compact Teacher's Editions for Grades 2 through 6 and complete Teacher's Manuals and Answer Keys for Grades 7 through 12 are available.

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This is your coupon service. The materials offered in it bring to you new teaching aids, helps and ideas. Please check this column and send for the items you can use right now. No orders from children, please.

4. Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)

11. Sweet Set-Up Fund-Raising Plan Details quick, easy methods for students or school groups to raise money for band uniforms, instruments, athletic equipment, etc., with sale of pecan candies in boxes personalized with picture of school group. (Stuckey's, Inc.)

55. Van Nostrand Books for High School 1961-a complete catalog of secondary school texts and reference books in science, mathematics and the social studies. (D. Van Nostrand Company, Inc.)

92. Some Ways to use the Follett Beginning-to-Read Picture Dictionary. It offers opportunities for concept building, for developing word recognition, for teaching spelling and for stimulating other worthwhile activities. Suitable for use in the primary grades. (Follett Publishing Company)

94. Folder outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Juan B. Rael)

108. Brochure describing plan for tickets for unlimited rail travel throughout 13 western European countries. Well illustrated, including a map of Europe. (Eurailpass)

116. Bulletin Complete details covering graduate and undergraduate offerings more than 1000 courses, special workshops and institutes. (University of Minnesota - Minneapolis)

117. 1961 Summer Session Bulletin Gives details of all courses offered as well as extracurricular activities. (University of Minnesota - Duluth)

125. Catalog details over 400 science kits, instruments, toys, game books, records, for pre-school through high school age. Material listed represents a wide range of science subjects, from astronomy to mathematics, from nature study to weather study. 36 pages. Illustrated. (Science Materials Center)

126. Mississippi Civil War Centennial Folder full color photographs of famous historic sites, national parks and shrines. Calendar of centennial dates and events. (State of Mississip-

127. Poison Ivy Posters for classroom display-11" x 14" in color illustrating and describing Poison Ivy, Oak and Sumac. Also Miniatures for distribution to pupils. Indicate quantity desired. (Ivy-Dry Corp.)

130. Brochure on study and travel in Mexico in 1961. Includes itinerary of field trips. Courses: Spanish, Art and History. College credit. Also two special sessions for high school students. (Taxco Summer School)

142. Teachers manual with comprehensive yet concise procedures for teaching and testing the 100 addition facts, the 100 subtraction facts, the 100 multiplication facts and the 90 division facts. 20 pages. (John D. Caddy)

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MISSOURIANS PARTICIPATE IN TELEVISION SERIES

The National Education Association had its film crew in Missouri during the second week of February preparing a television series that would help to answer questions asked by parents about their children's education.

Missourians participating in the series are Dr. Robert Gilchrist, superintendent of schools, University City; Mrs. Irma Detjen, board of education, Webster Groves; Dillard A. Mallory, superintendent of schools, Buffalo; Francis V. Lloyd, Jr., superintendent of schools, Clayton; and Dr. Melvin H. Marx, Professor of Psychology, University of Missouri.

UNIVERSITY PROGRAM FOR SUPERIOR STUDENTS JUNE 19-JULY 1

The University of Missouri will present a new program for selected high school students this summer. Thirty high-ability, Missouri eleventh grade boys and girls will come to the University campus for the two-week period of June 19 to July 1.

The purpose of the program is to motivate these students in the direction of a scholarly career, to acquaint them with various areas of study in the liberal arts and to illustrate the teaching, research and scholarly endeavors of the University.

Special areas of attention will be biology, chemistry, earth sciences, physics and astronomy, behavior sciences, mathematics, history, political science, economics, sociology and anthropology, music, art and archaeology, philosophy, literature and English, classical and modern languages and speech and communication.

In addition visits will be arranged to the professional schools—Medicine, Engineering, Journalism, Agriculture, etc. There will be special lectures and discussions on scholarship, library functions, graduate training, financial aid programs, research and intellectuality.

There will be no cost for the program other than room and board in regular University dormitories which will cost \$42 for the two-week period.

High school principals may obtain nomination forms from Dr. John E. Peterson, Department of Botany, University of Missouri.

Completed nominations must be returned to Dr. Peterson by March 24, and participants will be selected by a committee of University faculty members by April 20.

Three New Van Nostrand Science Texts

Biology A Basic Science

1961 edition Heiss, Lape

Fascinating new chapters on nuclear energy and space travel take your students to the threshold of the future. Using the problem approach, the authors teach the basic facts, concepts, and principles of biology as a vital force in our daily lives.

Earth Science The World We Live In

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Namowitz, Stone

Clearly written and beautifully illustrated, this is the new second edition of the undisputed leader among high school earth science texts. "One of the best, if not the best, book on the overall story of the earth . . . a complete yet easy to read book." (Gems and Minerals)

Physics and Chemistry A Unified Approach

1960-61 Hogg, Bickel, Little

Taking full advantage of the underlying unity of the two sciences, this is a revolutionary two-volume text for a two-year combined course in physics and chemistry. It leads students to a far deeper understanding than they could obtain from the conventional separate courses. Book One—1960, Book Two—Summer, 1961.

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Missouri State Teachers Association Columbia, Missouri

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ST. LOUIS SUBURBAN CONTRIBUTES \$4,000 TO BUNKER HILL

The St. Louis Suburban District Teachers Association has contributed \$4,000 toward the erection of the Forrest E. Wolverton Memorial Building at Bunker Hill Ranch Resort which is nearing completion.

Located just south of the new dining hall, this new building will be used to house dining hall employees.

The structure is forty feet long and thirty-four feet wide. There are three large bedrooms, 12'x17', two full baths with showers, and a large guest room 14'x22'. Front and back porches add to its convenience.

Kept in design with other buildings, creosoted on the outside and trimmed in white, the structure will blend into the rustic setting.

The St. Louis Suburban Association plans to bring the total contribution to \$5,000.

ART EDUCATION ASSN. TO MEET MARCH 24-25

The Missouri Art Education Association will hold its annual spring conference March 24-25 at the University of Missouri.

Kenneth Winebrenner, editor of "School Arts," will be guest speaker. The program will include discussions on art education from kindergarten through college, art explorations and exhibits.

TEXTBOOK MEN'S ASSN. INSTALLS NEW OFFICERS

Sixty members of the Missouri Textbook Men's Association attended the annual luncheon-business meeting Jan. 12 in Columbia.

After the business meeting, the following officers were installed: President, James F. Gilbert; First Vice President, Norman Crouch; Second Vice President, Robert M. Miller; Secretary-Treasurer, Floyd A. Townsend.

SCIENCE TEACHERS TO CONVENE IN CHICAGO

Approximately 400 speakers will address the various meetings of the National Science Teachers Association convention March 24-29 in Chicago.

The almost 3,000 teachers who attend will learn ways to keep abreast of current developments in science and how to provide up-to-date basic science instruction.

FLORISSANT HONORS TWO TEACHERS

Florissant Jaycees have presented two teachers in the Ferguson-Florissant R-II district with service awards.

Roy Nehrt, director of tests and measurement, was honored for his participation in civic activities.

Robert Kneeland, music instructor, received an award for his contribution to arts and culture.

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Dr. Sterling M. McMurrin, 47, academic vice president of the University of Utah, has been named U.S. Commissioner of Education.

Dr. McMurrin, a native of Utah, has been professor of philosophy at the University there since 1948. He has written articles on philosophy, religion and education and is coauthor of a two-volume work, "A History of Philosophy," and also of "Contemporary Philosophy."

Dr. McMurrin did his undergraduate work at the University of California in Los Angeles and at the University of Utah. He earned his master of arts degree at Utah and his doctorate in philosophy at U.S.C.

He is a member of Phi Beta Kappa and a past president of the Utah Conference on higher education.

PLANS FOR TRADE SCHOOL IN MALDEN AREA

Carl D. Gum, superintendent of schools at Clarkton, reports that tentative plans have been made to open an area trade school at the old Malden Air Base for 1961-62. Participating towns will be Malden, Clarkton, Campbell, Gideon, Risco, Parma and

Courses in auto mechanics, building trades and electronics will be offered to 175 junior and senior boys by four instructors.

Men who are interested in serving as instructors should contact Superintendent Alva DaVault of Malden.

BUSINESS EDUCATORS TO MEET APRIL 8

The luncheon of the 11th annual spring conference of the Business Education Department of MSTA April 8 at the University of Missouri will be in honor of Dr. Paul Selby, recently retired Dean of Northeast Missouri State Teachers College.

Dr. Selby, a nationally known author, was founder and first national president of Pi Omega Pi, national honorary business education frater-

nity.

At the morning session Bertha Weeks, director of Records Control, Inc., of Chicago, will speak on "Modern Aspects of Records Management." Dr. Paul R. Olsen, professor of economics, University of Iowa, will speak on "The High School and Economic Understanding."

"Business and Business Education -Today and Tomorrow" will be the subject of an address by Walter Emmerling, office manager of the Proctor & Gamble Company, Cincinnati, Ohio, and past president of the National Office Management Association, at the afternoon session.

Registration will be from 9 a. m. until 9:45 in the Business and Public Administration Auditorium. Reservations may be made with Mary Jane Lang, 306 Hill Hall, University of Missouri in Columbia.



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ROUND-TRIP

(Continued from page 17)

the collection of delinquent accounts; costs vary widely but local taxes obviously are relatively inefficient.

Conclusion: It is cheaper to send a dollar to Washington than it is to send the same dollar to the state capital, to the county court house or to the city hall.

Coming from Washington

The Congressman of our fairy tale is all wet. He is real, but we won't give his name. There is no use in embarrassing him because he is not alone; other opponents of federal financial support for education have used the same false argument.

He will be particularly unhappy when he learns that the economical administration of federal education funds was described in one of the Task Force papers of the Hoover Commission, officially known as the Commission on Intergovernmental Relations, originally chaired by the former President of the United States.

Fact: Federal administrative costs are very low. Even after including overhead costs of tax collection, auditing and all the rest, the so-called freight charge came to only 1.6 per cent of the total program.

Here are some details, as reported in the Hoover Commission paper:

Federal administration of the federal funds in the national school lunch program was 1.7% (that is less than two cents out of every dollar).

For vocational education, 2.0%.

For resident instruction in landgrant colleges, 0.05% (that is onetwentieth of one cent).

In the federal-assistance laws, 0.9% (or less than one penny out of every dollar).

For friends of federal funds for education, there is the happy prospect that these costs may be even lower in the future if the Congress enacts the kind of bill advocated by the National Education Association. The NEA has urged Congress to allot the money to the states according to their school-age population. To do this should require no more than one good man with a

June 7-July 28, 1961

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A Further Look

When next you hear a speaker talk about the high freight charge on a round trip to Washington, ask him for his authority. It will turn out that he "read it some place;" he's sorry, but he cannot recall exactly where. If perchance, he recalls, it invariably turns out to be a flat assertion without proof.

When we say invariably, we mean exactly that, because there cannot be proof of something that is false. A federal freight charge of 30 per cent or 40 per cent is just so much fudge.

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A companion piece to this publication, The Non-Existent Dragon, points out that federal aid has not meant federal control.

Copies free from MSTA or from the Legislative Commission, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

THREAT OF CONFORMITY

Children are individuals with interests and aptitudes as different as their own fingerprints.

"Labels & Fingerprints," a pamphlet issued by five national educational organizations, expresses concern over the stifling results of conformity. Mass grouping, standard curricula, examinations and test scores are influencing a rigid interpretation of school needs and forcing children into a "common mold."

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ELEMENTARY COUNSELOR

(Continued from page 20)

Because of his connection with the assessment of educational characteristics of the students, the elementary counselor can provide valuable information to those considering curriculum changes.

As the schools move toward an ungraded organization, the counselor may assist in the placement of enrolling students. Children now are admitted to school on the basis of age alone. If in the future they are admitted on the basis of readiness for formal education, the counselor will assist in determining this read-

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iness. The transfer student will need to be placed in such an ungraded school. This may require the aid of the counselor.

The elementary counselor should keep meaningful records of case studies and conferences and see that the principal and teacher get information that will benefit them. Evidence of special assistance should appear in the student's cumulative record as well. Periodic follow-up of individuals or groups is essential.

Many of these duties are responsibilities of the secondary counselor also. Recognizing that the elementary counselor serves a different age group, there are some basic differences in approach. These differences between elementary and secondary counseling seem important:

The elementary counselor works directly through the elementary principal. The principal determines, with the counselor's aid, those situations in which the counselor can be of assistance. The line of referral is from the teacher to the principal to the counselor. The primary difference here is that the student usually does not initiate the contact with the counselor. The reverse of this is highly desirable at the secondary level.

A second difference is the shift of emphasis from concentrated work with the student to concentrated work with his environment. This means a greater participation on the part of the teacher, parents, other special personnel, the principal and community agencies. The frequent inability of the young child to express verbally his difficulties necessitates a case study approach to diagnosis and prognosis. This demands careful and accurate work by the counselor, but it does not mean that the student is an unheard bystander.

It is estimated that the elementary counselor may be able to serve twice as many students as the secondary counselor.

The elementary counselor does help the school program and is eagerly sought by those who are aware of his contributions. He is a boon to the principal, teacher, parents and the students.

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Readiness For A Test

It is too EARLY at this time to predict the action of the Missouri House of Representatives regarding the full financing of the New School Foundation Program.

Encouraging was the action of the Governor in recommending in the official budget an amount of money his budget staff has said is sufficient to provide full financing for public schools for 1961-63.

During the hearing of the House Bill containing the section on appropriating all sums in the school moneys fund to the State Board of Education for the support of the Foundation Program the committee climate was apparently one of friendliness toward pub-

Let us hasten to point out that the two above indications of attitudes toward the financial needs of schools do not assure favorable action in the House of Representatives.

Among the tax measures recommended by the Governor to finance state services including schools, three, withholding income tax, sales tax on non-highway fuel and the cigarette tax are in a position to be perfected in

When the tax measures come up for considera-

tion in the committees and on the floor of the House there is a tendency for those who have the responsibility to provide state revenue for the essential state services to lose sight of the services for which additional tax revenues are needed.

De

Listening to the debates, one might conclude that an increase in taxes was being sought as a means to provide a subject for public discussion.

If all teachers, using the term in its broadest sense, parents and friends of public education are not at work as individuals, boards of education, PTAs and civic groups interpreting the needs of our children for better schools, there are undoubtedly those who will put the importance of maintaining our state position of 47 in ranking on state tax collections as a per cent of income as being more important than education of children.

From 1929 to 1958 per capita income increased from \$703 to \$2.069 and has continued its climb. During this period as a whole almost half of our income went for food, clothing and shelter. However, between 1947 and 1958, when personal income rose more rapidly, a smaller percentage went for these items and a larger percentage for recreation and other services.

The relationship of personal income to the educational expenditures is important. It is more than disturbing to know that as a nation expenditure for education as a percentage of personal income during the depths of the depression was 3.7 per cent and in 1957-58 was only 3.8 per cent.

In Missouri we were spending less than the national average.

Schools as economic consumers and as a form of investment in productive capacity should have received a larger proportion of disposable income. Our economic pattern calls for more and more skilled services.

Therefore, schools should have more as a productive factor.

Below are some items that relate to pupils, the reason for the existence of schools, and teachers, the greatest single ingredient that raises or lowers the quality of educational programs. Use these in your materials of interpretation when working with your Representative and Senator.

| FUNDS PER PUPIL ENROLLED MO. SCHOOLS | | State Support | Teachers' Salaries | | |
|--------------------------------------|-------|---------------|--------------------|-------------|---------------|
| Year | Local | State | U.S. Average | Mo. Average | U. S. Average |
| 1952-53 | \$137 | \$ 73 | \$ 96 | \$3,039 | \$3,554 |
| 1953-54 | 148 | 72 | 102 | 3,188 | 3,825 |
| 1954-55 | 148 | 73 | 106 | 3,347 | 3,950 |
| 1955-56 | 166 | 81 | 114 | 3,521 | 4,156 |
| 1956-57 | 184 | 97 | 122 | 3,887 | 4,350 |
| 1957-58 | 190 | 102 | 136 | 4,130 | 4,720 |
| 1958-59 | 205 | 103 | 139 | 4,368 | 4,939 |
| 1959-60 | 218 | 104 | 149 | 4,558 | 5,160 |
| 1960-61 | 228 | 102 | 160 | 4,800 | 5,389 |

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Laos; Burma; Cambodia; Indonesia; Thailand; Sumatra; and many other countries in Southeast Asia.

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Economics, photography, polar regions, pirates, fairies, credit, and agriculture – plus many more.

The Aerospace Age brings new terms, new concepts, new teaching problems. No one (not even our spacemen) has all the answers students need about the air and space age. But students expect teachers to know—or know where to find—the answers. Compton editors and artists have been meeting publication deadlines at the rate of more than 275 pages per month during the past year to provide easily understood, easy-to-find answers in the nation's First-In-Quality reference set—

Quality reference set -Compton's, of course. For example, the 38 new Aerospace articles alone include those listed at right.

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